



TEACHERS' GUIDEBOOK

for

Magic and Make-believe

BOOK TWO

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TEACHERS' GUIDEBOOK

for

Magic and Make-believe

BOOK TWO

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INTRODUCTION

The reading programme suggested in this *Teachers' Guidebook for Magic and Make-believe* emphasizes the relationship of reading to the other phases of language development. The stories, poems and plays in the reader, and the activities suggested in the workbooks and guidebook, are used in ways that develop the listening, speaking, reading, discussing, and writing powers of children.

USING THE GUIDEBOOK

The guidebook should be used by the teacher in developing her plans for teaching reading to her class. It cannot be followed slavishly. In many instances it will provide a few suggestions that will give creative teachers leading ideas. Many of the procedures can be adapted, expanded and repeated as need arises.

LESSON OUTLINES

Ideas for teaching are organized into Lesson Outlines. Teachers wishing to organize their teaching into larger units can incorporate ideas from the outlines into their work.

Lessons are divided into five parts.

Vocabulary

New words are listed here for convenience. Known words from which pupils can deduce new words are listed in brackets.

Preparing for Reading

In preparing children to read a story the necessary background of experience may need to be developed, new vocabulary may need to be introduced, interest may need to be aroused, and purposes for reading may need to be set.

Preparation may be made through procedures such as:

- discussion of experiences children have had that are closely related to the story topic;
- recall of a story previously read;
- study of a picture from the reader or from another source;
- discussion of the title of the unit or story;

- discussion of essential background information;
- presentation of some of the new sight vocabulary of the story through discussion and visual aids;
- setting reading purposes co-operatively by teacher and pupils.

It should be remembered that:

- interest is sometimes spoiled when too much of the story plot is revealed or when reading of the story is delayed too long;
- an over-emphasis on vocabulary preparation can destroy interest in the story;
- vocabulary development takes place through all the steps of a lesson;
- the more pupils are involved in the setting of reading purposes the better;
- the purposes set depend upon the maturity of the children as well as the nature of the material.

Reading the Story

The first reading is done to satisfy the general purpose for reading the selection set up during the preparatory step. It is always done silently so that each child gets a chance to read at his own rate, to recognize the words for himself, and to work out his own understandings. It is guided by the questions and comments of both teacher and pupils. The number and kind of questions asked depend upon the reading power of the children and the organization of the material.

The rereading is done for purposes different to those of the first reading. It is usually done orally at this level. It may be done after the silent reading of only a few sentences in order to answer a specific question, or it may be done after the silent reading of a page, or of an entire story. It may be for informal dramatization, for reading assigned parts of a story, for recalling certain details or "just for the fun of it". When it is done depends on the needs of the children, the type of story and its length. Sometimes the purposeful rereading is postponed until after the Reading Skill step of the lesson.


Teaching the Reading Skills

The procedures outlined in the lesson plans help children establish their basic sight vocabulary, their word attack, comprehension and study skills.

Extending the Language Experience

The reading experience has not been completed when a story has been read and reread. The knowledge, interests and skills gained from reading a particular story or from carrying out an activity in the guidebook or workbook should be extended and enriched. Thinking may be stimulated through story-telling and discussion. Interest in reading may be furthered through hearing stories and poems, exploring books, and participating in other language activities. Creative expression may be stimulated through dramatization, story-telling and art.

Teachers, using the guidebook with discretion, will select and adapt the ideas in each step of the lesson to suit the needs of the pupils they teach.



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41: GOOGIE AND HIS FRIENDS

A House for Googie

Text Pages 166-173

VOCABULARY

Words Introduced: Googie, game (came), or (for), song (long), behind, Froggy (frog), busy, because, glasses (class), I'd, worm, fields

INTRODUCING THE STORIES OF GOOGIE

The stories of *Googie and His Friends* are for enjoyment. The introduction to each story should be brief. During the discussion of the stories, an idea can be pursued throughout. For example, the children may note that in the events that take place Googie and his friends act more like people than animals.

It should be remembered that although the characters are animals, the stories about Googie are not nature stories. A link with natural history would not only be bad science but would obscure the motive for the stories. The human traits of the characters make them endearing and amusing.

Apart from their entertainment value, stories of this type can help the child take an objective view of human conduct. It should be the characters in the story that teach him, not the teacher. Moralizing about Googie's irresponsible behaviour should be avoided.

PREPARING FOR READING

Print the title and subtitle on the chalkboard. Help the children to pronounce the name **Googie** with both g's having a hard sound. Show the children the picture on page 166. Establish who is in the picture and where and when the story takes place. Print on the chalkboard sentences arising from this discussion. For example:

Googie is a meadow mouse.

He is playing near an apple tree.

It is fall.

Call for suggestions about what the other animals might be doing at this time. From the discussion elicit a sentence such as:

The other animals are busy because winter is coming.

Ask the children who some of Googie's friends might be. List the suggestions on the chalkboard. Then add to the list **Froggy Frog, Woody Worm**. Tell the children that these animals are friends of Googie and will appear in the story.

By using an introduction such as the one suggested, the new words **Googie, Froggy, worm, busy** have been presented in an oral context and on the chalkboard. If difficulty is anticipated with the other words, additional discussion can be encouraged and additional words presented orally and visually. A trend of thought should be established in the introduction and the examples should be relevant ones.

READING THE STORY

It may be helpful to guide the reading by using questions and comments such as the following:

- Page 166 Read the first paragraph to yourselves to find out some information about Googie. The rest of the page tells us what he likes to do. What is it? Have a child read the song that Googie sings as he dances around the tree. Why do you think there are no other animals with Googie?
- Page 167 Why does Googie stop singing and dancing? What does he plan to do with the apple? Why is he glad when he hears someone singing a song? Do you think Froggy Frog will play with Googie? What makes you think so?
- Page 168 Read to find out Froggy Frog's answer to Googie's question. How does Googie try to coax Froggy to play with him? What is Froggy Frog's answer this time? Do you think Froggy is a happy frog? Why? Whom does Googie see next? What do you think Googie will ask them? What do you think their answer will be?
- Page 169 Read this page to see if you are right. Discuss Mrs. Rabbit's reasons for not playing with Googie. What do you think Googie will do next?
- Page 170 What does Googie do? Who hears him crying? Why won't Woody Worm play with Googie?
- Page 171 Where does Googie go? What kind of a song does he sing as he walks along? Why is he sad? What does Googie ask Grandfather Elf? What do you think will be Grandfather Elf's answer? Why do you think so?

- Page 172 What is Grandfather Elf's answer? What question does he ask Googie? When Googie answers Grandfather Elf's question, how does he speak? Why do you suppose he speaks in a small voice? How does Grandfather Elf help Googie? Where is the house?
- Page 173 Why does Googie like it? How do you know Googie is polite? How do you know he is happy? Have a child read orally the part of the page that tells he is happy.

Rereading

Have the children recall the names of Googie's animal friends in the order that they met them in the story. Print them on the chalkboard. Have the story reread to find out what each animal did that made him seem like a person. Make a chart of their findings. The children should be ready to read orally the part that proves each point.

FROGGY	could sing could work
MRS. RABBIT	wore glasses forgot things
WOODY WORM	was cross was sleepy

Ask a question about Grandfather Elf to stimulate thinking. For example: How does Grandfather Elf help Googie more than the other friends did?

TEACHING THE READING SKILLS

Recalling Events — *We Can Read Magic and Make-believe*, Book Two, page 97. (Pages in *We Can Read Magic and Make-believe*, Book One, are numbered 1-96; pages in Book Two are numbered 97-192.)

Noting Detail — Seatwork Activity: The children are to finish each speech by adding an appropriate phrase. One of the words in the bracket must be used in the phrase. Then the children are to print in the name of the person who said the speech.

1. "This is a good game but it would be more fun if I _____,"
said _____.
(dance, step, play)

2. "I am busy looking _____
_____, " said _____
(classes, glass, glasses)
3. "Today is the day to find a house because _____
_____, " said _____
(winter, summer, me)
4. "Stop that crying! I'd like to _____
_____, " said _____
(work, sleep, school)
5. "Everyone is too busy. No one wants _____
_____, " said _____
(her, me, it)
6. "I must finish _____, " said _____
(winter, mittens, apple)
7. "Tomorrow it's going to snow. You must find _____
_____, " said _____
(tomorrow, winter, today)
8. "I have a beautiful _____, " said _____
(pumpkin, orange, fields)
9. "Good-bye, Grandfather Elf. Thank _____, " said _____
(pet, house, worm)

Seeing Relationships – Seatwork Activity: Have pupils match a sentence from section A with a sentence from section B.

A

1. Googie didn't like to work.
2. Googie heard something behind him.
3. Googie took a hop and a jump.
4. Froggy was too busy to play.
5. Googie sat down and began to cry.
6. Grandfather Elf took Googie into the barn.
7. Googie liked his new house.

B

- _____ He was looking for a place to stay for the winter.
- _____ He always thought of games to play.
- _____ He began to sing a song about it.
- _____ It was an apple falling from a tree.
- _____ He showed him a pumpkin.
- _____ Over the apple he went.
- _____ He was very sad because no one would play with him.

Using Phonics

Combinations ow and ou – Ask the children to read the following words to themselves as you print them in a column on the chalkboard: **town, flower, cow**. Ask, “In what two ways are these words the same?” After the children have recalled that the **ow** in each word looks alike and sounds alike, have the **ow** underlined.

Print in a column on the chalkboard **cloud, around, out**. Follow a similar procedure. Then say, “Listen to the sounds of **ow** and **ou** in the words **cow, out**. What do you notice about them? **Ow** and **ou** often have the same sound.” Print on the chalkboard **know, could**. Ask why these words do not belong in either column. Have the children identify those words in which **ow** and **ou** have the same sound: **about, house, clown, mouse, would, out, snow, shouted, brown, should, young, mouth, flower**.

Have the children apply this knowledge to read sentences similar to the following:

1. Did you ever hear a dog give a loud laugh?
2. Will a hound run after a rabbit?
3. How would you like to have one thousand cats?

Consonants j, s, t, v, w, and y – Print on the chalkboard the word **caught** and have it read. Then say, “I am going to make this word into another word. Watch what I do.” Erase the letter **c** and substitute the letter **t**. Say, “You know the sound that the letter **t** has. What is this new word? How did I make the word **caught** into the word **taught**?” Repeat this procedure with words such as the following or devise an activity where the children will meet these words in context.

jar (car)	Jake (make)	taste (paste)	seat (eat)	sink (think)
wear (bear)	winner (dinner)	yell (tell)	vine (nine)	

Consonant Review — *We Can Read Magic and Make-believe*, Book Two, pages 98-99.

Say to the children, "In the workbook pages that you are going to do today, you will read about some bunnies at school. They are having a reading lesson with their teacher. She has one group of bunnies at the front of the room. The sentence that I am going to print on the chalkboard tells how the teacher is going to begin the reading lesson." Print on the chalkboard:

The teacher is going to begin the reading by teaching phonics.

Have the sentence read and discuss what the teacher might be planning to do.

Phonic Elements — *We Can Read Magic and Make-believe*, Book Two, page 100.

When the verses are read, children might decide whether they are songs for skipping, hopping, walking, resting, etc., according to their rhythm. Some children may enjoy making up other songs that the characters in the story might sing.

Using Word Structure

Syllables — Say to the children, "How many parts do you hear in the word **raining**? in the word **rain**? Some of the words that I am going to say have two parts. Others have only one part. If I say a word with one part, you will clap once. If I say a word with two parts, you will clap twice." Say words such as **schoolbag**, **field**, **warming**, **banker**, **try**, **hard**, **warmer**, **horseback**, **fielder**, **useful**, **raindrop**, **today**, **singer**, **shouting**, **gloves**, **drift**, **iceberg**. Print on the chalkboard the word **without**. Say, "When you say this word to yourselves, how many parts do you hear? What is the first part? What is the second part?" Have a child draw a line between these two parts, using coloured chalk. Say, "How many parts do you see? Each part of the word is called a syllable. How many syllables are there in the word **without**?" Follow a similar procedure for the word **into**.

Print on the chalkboard the word **look**. Say, "How many syllables do you hear in this word?" Add **ing** to **look**. Say, "How many syllables do you hear now?" Follow a similar procedure for words such as **wanting**, **playing**, **working**. Have the children draw a line before the **ing** in each word. Say, "When we add **ing** to a word, we are adding another syllable."

Follow a similar procedure for words in which **y** is a separate syllable, and for words with **er** of agent and comparison. Use words such as **windy**,

Billy, Sandy, sleepy; teacher, helper, builder, smaller. Print on the chalkboard cooking, beehive, waiter, tricky. Have the children draw a line between the two syllables of each word and explain why they put the line where they did.

Seatwork Activity: The following words are to be divided into syllables.

into	smaller	watchman	teaching
teacher	milkman	holding	windy
tonight	Billy	rancher	hillside
grassy	trying	younger	rainy
ago	poorer	became	singing

Alphabetical Sequence — Place alphabet cards on the chalkboard ledge. Have the letters named. Have one child remove an alphabet card while the other children keep their eyes shut. Then have a second child tell which letter has been removed.

Seatwork Activity: Explain to the children that they are to use the words at the bottom of the section to fill in the spaces so that the words will be arranged in alphabetical order.

across	just	shine		
bridge	know	trip		
_____	_____	_____		
daughter	matter	voice		
enough	nests	_____		
_____	_____	x-ray		
gruff	palace	young		
_____	quickly	_____		
island	_____			
four	zoo	over	left	winter
until	raft	caught	holes	

EXTENDING THE LANGUAGE EXPERIENCE

Have the children think of words they could use to describe each character in the story. Print these on charts to be used as reference material when children are writing stories. Encourage children to stretch their vocabularies. Gogie might be described as playful, fun-loving, happy-go-lucky, etc.

42: GOOGIE AND HIS FRIENDS

On the First Snowy Day

Text Pages 174-178

VOCABULARY

Words Introduced: Buster, fast (last), hurried, flew (new), owl, hoot, while

PREPARING FOR READING

Print the following on the chalkboard and guide the reading to bring out the new words.

It was fall. Winter was coming fast.
All the busy animals worked quickly.
They hurried to get ready for winter.
Some birds went away. They flew to
far away places. Googie's friend,
Buster, did not fly away.

Have the children recall the previous episode. Ask questions such as: What were Googie's friends doing in the last story? Who found a home for Googie? What was it? Have the children consider whether or not they think everything will go smoothly for Googie now that he has a pumpkin house.

READING THE STORY

Guide the reading according to the following suggestions:

- Page 174 Discuss the picture and the title. Let the children surmise what conversation may be taking place between Googie and Buster Bird. Have the page read silently to find out what conversation did take place. Have the children use the last sentence on the page to predict what may happen.
- Page 175 Have the page read to find out what does happen. Who do you think is in the house? What do you think Googie should do?
- Page 176 How do we know there is someone in the house? What does the voice say? Who is afraid? How do you know? Who is brave? How do you know? What does Googie want to do?
- Page 177 Is Buster Bird willing to leave? Why does he say they should stay? Read to find out who is in the house. Who helps Googie? How would you try to make Barney get out? Which friend is most likely to think of a plan to get rid of Barney?

Rereading

Reread to add to the descriptions of the characters. Have the children find proof that:

Googie was forgetful. (Pages 174, 175)

Googie was frightened. (Page 176)

Buster was bolder than Googie. (Page 177)

Little Hoot was not afraid of Barny. (Page 177)

Barny was not easily frightened. (Page 177)

TEACHING THE READING SKILLS

Recognizing and Understanding Words – Chalkboard Activity: Have the children use the following phrases in oral or written sentences.

1. While Googie was out_____.
2. Little Hoot flew_____.
3. A voice inside the house_____.
4. We're not leaving because_____.
5. In a little while_____.
6. As fast as Little Hoot_____.
7. The two friends hurried_____.

Seeing Relationships – We Can Read Magic and Make-believe, Book Two, page 101.

Observing Sequence – Seatwork Activity: Explain to the children that they are to choose the correct word to complete the sentence.

After	after	Before	before	While	while
-------	-------	--------	--------	-------	-------

- | |
|---|
| 1. Buster Bird waited at the door_____ |
| Googie put on his coat. |
| 2. Googie put on his coat and hat_____ |
| he went outside. |
| 3. Buster and Googie hurried outside_____ |
| the snow had come. |

4. _____ the two friends finished making their snow mouse, they went back to the barn.
5. Buster and Googie knocked on the door. _____ Barny was sitting in the pumpkin house.
6. _____ Little Hoot flew around the pumpkin house, he looked in the window.
7. _____ the owl flew away, Buster Bird whispered something to him.
8. Barny ran fast _____ the owl flew close behind him.

Following Directions — *We Can Read Magic and Make-believe*, Book Two, pages 102-103.

Using Phonics

Vowel Combination oo (good, too) — Ask the children to read the following words to themselves as you print them on the chalkboard: good, look, hood. Ask the children in what two ways these words are alike. Have the oo in each word underlined.

Print on the chalkboard too, soon, moo. Ask how the words are alike. Have the oo in each word underlined. Then print on the chalkboard school, book, room, food, took, afternoon, zoo, Googie. Ask the children to read these words to themselves and to notice that some have the oo sound that they hear in look, and some the oo sound that they hear in too.

Have them apply their new knowledge to read sentences similar to the following. Suggest to them that if one sound of oo does not make sense, they should try the other one.

1. Can a little boy use his father's tools?
2. Can a black sheep give white wool?
3. Does a tree have roots?
4. Can a frog eat with a spoon?
5. Can a fish live in a pool?

Combination ew — Print on the chalkboard the following sentence and have it read:

A few new flowers grew in my garden.

Print on the chalkboard the word flew. Draw a line under the ew and ask the children to listen to the ew sound in the word flew. Then have them find

words in the sentence that have the same sound. Have the **ew** in each word underlined.

Consonants b, c, f, h, and l – Devise an activity in which the children apply their word attack skills to get words such as:

bay (may)

boo (too)

bunch (lunch)

bun (run)

cot (not)

fail (tail)

lace (face)

Phonic Elements – Ask the children to read the following pairs of words as you print them on the chalkboard: **map, tap; tail, jail; thing, ring; run, fun; jump, lump; last, mast.** Ask how the pairs of words are the same. Have different children underline the rhyming endings for each pair of words. Have them supply other words that rhyme.

Seatwork Activity: The children are to read the words in each box and underline the rhyming parts. Explain that in a box two, three or four words may rhyme.

map tap cup sap	jump bump lump pump	tail wing sing thing	fall fail tail sail
fan gun bun sun	jail mail name nail	bag tap lap slap	last fast let nest
old bold cold fold	glad rap last clap	dad ran run spun	ring song sing king
hail tail ten mail	play please jay say	cake look soon cook	place fall face race

Using Word Structure

Suffixes y and ly – The children are to number each word in the right-hand column to match its root word in the left-hand column.

1. wind	_____quickly
2. sad	_____windy
3. cold	_____suddenly
4. quick	_____safely
5. sudden	_____coldly
6. Bill	_____sadly
7. safe	_____Billy

Seatwork Activity: Have the children read and complete each of the following sentences. As this activity is not based on the stories in the book, encourage original ideas.

1. "On a snowy day," said Googie, "I like_____."
2. The friendly frog said, "_____."
3. One rainy day Grandfather Elf_____.
4. The sleepy owl answered, "_____."
5. A funny thing happened one windy day when_____.
6. A wormy apple is not_____.

Alphabetical Sequence – *We Can Read Magic and Make-believe*, Book Two, pages 104-105.

EXTENDING THE LANGUAGE EXPERIENCE

Have the children draw the inside of Googie's house. Have them include the furniture shown on page 174 along with articles they think Googie might have had. Help them to label the furniture, using words such as **mirror**, **carpet**, **coffee-table**, etc. As a variation of this activity, have each child draw one item and contribute it to a display of Things in Googie's House. These might be labelled on the display.

43: GOOGIE AND HIS FRIENDS

Something New for Spring

Text Pages 179-182

VOCABULARY

Words Introduced: pond, does, able (table), near (ear), much

PREPARING FOR READING

Sketch on the chalkboard a pond covered with ice and one as it would appear in spring. Have the children decide to which picture each sentence applies.

It is winter.

The pond is covered with ice.

There are flowers near the pond.

It is spring.

The pond does not have ice on it.

There are many colours in the water.

Have the children examine the picture on page 179 to note the signs of spring. Have the title of the story read. Have them suggest from the story title and the picture what the characters might be doing.

READING THE STORY

Page 179 Have the children read the page to find out if the characters are doing anything that the children suggested. Why do you think Mrs. Rabbit laughed?

Pages 180-181 Froggy says he has something new for spring. Read to discover what it is. Why does Mrs. Rabbit disagree with him?

Page 182 How does Froggy improve his song? Why are the two friends going to visit Googie? What might Googie have that is something new for spring?

Rereading

Have the pages reread to find proof that the characters might have certain feelings.

For example: Page 179 Mrs. Rabbit – worried

Page 180 Mrs. Rabbit – proud

Page 181 Froggy – satisfied with himself

TEACHING THE READING SKILLS

Following Directions – Seatwork Activity:

1. Draw a large pond on your paper.
2. On the right-hand side of the pond draw tall grass. Colour it red.
3. Draw a large tree on the left-hand side of your picture. Under the tree draw some flowers. Some of these flowers are yellow and some are blue.
4. There is a frog sitting on a log at the far side of the pond. Draw the log and the frog.
5. Draw a big stone nearer to the large tree than to the tall grass. Colour the stone black.

Noting Detail – *We Can Read Magic and Make-believe*, Book Two, page 106.

Drawing Conclusions – Seatwork Activity: Have the children print the answer to each riddle.

1. I show you pictures, but I am not a book. My pictures move and tell stories about many things. You may be able to see me in your own home. What am I?

(a television set)

2. You are able to see me in the sky at night. Sometimes I may look near, but I am really far away. I look much smaller than the moon, but I am very much bigger. What am I?

(a star)

3. I have big eyes and am able to see well at night. I sleep in the daytime. Many little animals are afraid of me. If I come too near, they run away quickly. I am a bird. What am I?

(an owl)

4. You are able to find me near a pond. Too much hot sun is not good for me. While the sun shines, I sit in the water or under some leaves. When the sun goes down, I hop about and sing my happy song. What am I?

(a frog)

5. I am very small. I have no hands and no feet. My head looks so much like my tail that you cannot tell which end is which. Birds like to eat me and I have to watch out for them all the time. What am I?

(a worm)

Using Phonics

Vowel Combination ea (eat, bread) — Print on the chalkboard the words **eat, pea, please**. Ask the children to read the words to themselves to decide what vowel sound they hear in each. Say, “When the letters **ea** come together in a word, they very often have the long **e** sound. Sometimes **ea** has another sound.” Print on the chalkboard the word **bread**. Say, “What vowel sound do you hear in this word? Sometimes **ea** has a short sound. In most words it has the long sound, so we try the long sound first.” Continue by having the children read words such as **lean, beat, deaf, heal, least, neat, dead**. Ask, “If you do not know a word containing **ea**, will you try the short or long sound first?”

Combination ow (cow, snow) — Print on the chalkboard the words **cow, flower, town**. Ask the children to tell in what way these words are the same. Have the **ow** in each word underlined. Then print the words **snow, know, blowing**. Recall with the children that **ow** sometimes has the long **o** sound. Continue with words such as **down, grow, drown, low**, having the children read the words to decide whether each word has the **ow** sound in **cow** or in **snow**.

Seatwork Activity: The children are to print the words in the appropriate column.

cow	snow	eat	bread	
teach	feather	blow	how	bead
crow	speak	owl	ready	clown
head	bow-wow	bean	show	cheap
east	down	peach	slow	dead

Combinations ou (out) and ow (cow, know) – *We Can Read Magic and Make-believe*, Book Two, page 107.

Phonic Elements – Print on the chalkboard sentences similar to the following:

1. Peter would like to take a trip on a ship.
2. Mrs. Smith says the grain needs rain.
3. The bear did not tear the trainer's coat.
4. Jim went to the store to try to rent a tent.

Give a purpose for the silent reading of each sentence before having it read orally. Have the children find words that rhyme in each sentence. Have them underline the rhyming parts with coloured chalk. Then have them suggest other words that rhyme with the underlined words.

Follow a similar procedure to teach the phonic elements in words such as **thank, bank, sank, drank, Frank, crank; think, ink, pink, sink, wink, drink**. Some children may need additional practice with phonic elements in words such as **night, light, bright; ear, near, fear; car, far, star**.

Using Word Structure

Er of Agent – *We Can Read Magic and Make-believe*, Book Two, page 108.

Syllables – Have the children tell how many syllables they hear in words such as **somewhere, talking, speaker, frosty**. Recall that the addition of an ending such as **ing, er, or y** adds another syllable to the word. Print on the chalkboard the word **cannot**. Ask, "How many parts are there in this word?" Have a child draw a line between the two parts. Say, "How many syllables are there? Look at the first syllable in the word. How many vowel sounds do you hear? In the second syllable how many vowel sounds do you hear? How many vowel sounds are there in each syllable in the word **cannot**?" Print on the chalkboard the word **much**. Ask, "How many syllables are there? How many vowel sounds are there?"

Build up on the chalkboard an outline similar to the following, having the children indicate the number of syllables in each word and the number of vowel sounds. From this outline help the children to realize that every syllable has one vowel sound. Draw attention to the fact that in a word such as **eat** or **side** they see two vowels but hear only one. Because they hear only one vowel sound, it is a one syllable word. Children should not be expected to give a formal definition of the term **syllable**. It is recommended, however, that the teacher use the term so the children will learn to use it naturally.

	Number of Syllables	Number of Vowel Sounds
wind		
wishing		
song		
faster		
Billy		
eat		
side		

EXTENDING THE LANGUAGE EXPERIENCE

Children may enjoy providing the obvious next episode in which Froggy and Mrs. Rabbit go to see Googie. This may be prepared in a number of ways.

1. A group of children may decide on the story line, then have three pupils pantomime it. The actors must convey without words what Googie has that is new for spring.
2. Children may wish to tell or write the episode in story or play form.
3. Some children may enjoy painting a picture of the meeting of the three friends.

A film, *Mother Rabbit's Family* (Encyclopedia Britannica Films), tells the story of a mother rabbit from the day her babies are born. One of her babies, Hoppy, is especially curious. As Hoppy grows, the children see him learning to be a good rabbit, even when his curiosity leads him into mischief.

Children who enjoyed the story of Googie will likely enjoy *Loudmouse* by Richard Wilbur. Loudmouse's voice is so loud that he sounds like a lion instead of a mouse. His mother and his friends warn him against being noisy until they discover that a loud voice is a very good thing to have. Another book in this series is *The B Book* by Phyllis McGinley. It is the story of a small Brown Bee named Bumble who gets tired of "Being a Bee". Both these books are available through Collier-Macmillan.

44: GOOGIE AND HIS FRIENDS

Nothing to Do

Text Pages 183-188

VOCABULARY

Words Introduced: fly (my), wings (king), high, kite

PREPARING FOR READING

Print the title of the story on the chalkboard. Have the children discuss why Googie might have nothing to do. Ask the children to recall times when they had no one to play with. How did they feel? What did they do about it? Explain that this story tells what happens the day Googie has nothing to do.

READING THE STORY

Direct the reading with questions or comments such as:

- Page 183 Why is Googie sad? What might he be thinking?
- Pages 184-185 What does Buzz suggest that Googie do? Why is this impossible? Who is the next friend to make a suggestion? Why does Buster think flying is easy? What do you think might happen?
- Pages 186-187 How does Buster try to help Googie? Does the plan work? Why does Grandfather Elf laugh? How does he plan to help Googie? Do you think his plan will work? Why do you think so?
- Page 188 How do you know that Googie is happy? Grandfather Elf has helped Googie again. How do you think Googie feels about Grandfather Elf?

Rereading

The story may be reread with children taking parts. Additional lines may be written by the children and given to the narrator. For example on page 188:

When the wind began to blow, the kite went up in the sky. The harder the wind blew, the higher it went. It went over treetops and over houses. Up and up it went, taking Googie with it.

Additional lines of conversation could also be written telling what Buster Bird and Buzz said to Googie as they flew along beside him.

TEACHING THE READING SKILLS

Making Inferences — *We Can Read Magic and Make-believe*, Book Two, page 109.

Observing Sequence — *We Can Read Magic and Make-believe*, Book Two, page 110.

Noting Detail — Seatwork Activity: Have the children read each description carefully and select the name that most accurately suits the rabbit being described. Some discussion of choices should follow. Then have the children select one or two of the items and write additional story material about them.



1. I am the smallest of Mrs. Rabbit's children. My nose is black and my coat is as white as snow.

Little White Nose Black Eyes Little Snow White

2. I am big and I can jump very high. I can turn around very fast.

Little Jumper Fast Runner Whirlabout

3. I like to play tricks on my mother. I play them on other rabbits, too.

Tricky Little Pet Brownie

4. Mrs. Rabbit thinks I must have wings because I can jump so high.

Silver Wings Thumper High Jumper

5. My coat is grey but I have one white star on my face.

White Star Grey Coat Little Star

6. I am a little rabbit. My tail is very fat and white.

Fluffy Puffy Tail White Coat

7. I am Mrs. Rabbit's biggest rabbit. I like to eat carrots and I sleep most of the time.

Little Carrots Sleepy Sunny

Developing Story Sense – Seatwork Activity: Have the children read each of the following stories, tell what might have happened next, and suggest suitable titles. Children who enjoy creative writing might select one of the stories and write an ending to it.

1. One day Peter went to visit a ranch. He took his dog Spotty along with him. After lunch, Peter went for a horseback ride and Spotty hurried along behind the horse. All at once Spotty saw a rabbit. He began to bark. This scared the horse, and he began to run as fast as he could. Peter tried to stop the horse but could not. Faster and faster ran the horse.

If you had been Peter, what would you have done?

2. Susan likes to read. One afternoon she was sitting under a tree reading a library book. All at once something fell out of the tree and landed next to her. It was a baby robin. Susan picked it up.
“Poor little thing,” she said. “It tried to fly, but its wings weren’t big enough.”

If you had been Susan, what would you have done next?

3. Jack likes to make things. One day he built a beautiful big kite. It was made of wood and paper and had a long tail on it. He took the kite outside and began to fly it. There was a wind blowing, and soon the kite was flying high in the sky. Higher and higher it flew.

What do you think happened next?

Using Phonics

Consonant c (hard and soft) – Seatwork Activity: Print on the chalkboard the words **come**, **ice**. Recall with the children that the letter **c** has two sounds. It has a hard sound in the word **come** and a soft sound in the word **ice**. The children are to finish each sentence by adding a word that has a soft or hard **c**, as indicated in the brackets after the sentence.

1. The girls all like to _____. (soft c)
 cook dance sing
2. The little boy had a black spot on his _____.
 (soft c)
 coat face voice

3. Jack Brown and I saw a _____ show last week. (hard c)
 nice clown picture
4. When _____ saw the picture of himself, he began to laugh. (hard c)
 Prince Manly Jack Googie
5. Each child _____ a pumpkin out of paper. (hard c)
 took placed cut
6. When we heard the funny _____, we all wanted to run away. (soft c)
 car voice bark

Final Consonants and Consonant Combinations — Print on the chalkboard the words **his**, **him**. Ask the children how these words are different. Say, "I am going to make **him** into another word." Substitute **d** for **m**. Ask, "What is this word?" Have the children make final substitution to get words such as **bud** (**bus**), **peg** (**pet**), **rug** (**run**), **bag** (**bat**), **bark** (**barn**), **feel** (**feet**), **cap** (**can**), **ant** (**and**), **buck** (**but**), **push** (**put**), **glass** (**glad**), **tent** (**ten**).

Explain to the children that in the following sentences the underlined letters should be changed so that the sentence will make sense.

1. I ate a bun and the bird ate a work.
2. The bus will soon be a pretty flower.
3. Jack asked the waiter for hat and eggs.

Phonic Generalization (like consonants, final and middle position) — Have the children read the following words to themselves as you print them on the chalkboard: **tell**, **off**, **class**, **egg**, **Jill**. Draw a line under the two like consonants in each word. Explain that when two like consonants are together in a word, they make only one sound. Then print on the chalkboard the words **hurry**, **bigger**, **puppet**, **happens**, **carrots**, **dropped**, **berries**, **running**. Have the two consonants that are the same underlined. Have one child read a word while the others listen to find out how many sounds these like consonants make.

Vowel u (long) — Ask, "Which letters in the alphabet are called vowels?" Print them on the chalkboard as a child names them. Then print on the

chalkboard **cat**, **make**. Help the children to recall that the **a** in the word **cat** has a short vowel sound and that the **a** in **make** has a long vowel sound. Recall that the long vowel says its own name. Show the children how to mark the vowel short (**cat**) and how to mark the vowel long (**make**). Follow a similar procedure for the vowels **i**, **e**, and **o**, using the words **it**, **like**; **bed**, **be**; **dog**, **no**. Then print on the chalkboard the words **but**, **sun**, **buzz**. Ask the children which vowel sound they hear in each of these words. Then print the word **use**, and underline the **u**. Have the children listen to the sound of **u**. Say, "The letter **u** in the word **but** has a short sound. Which sound has **u** in the word **use**? Now I am going to say some more words that have **u** in them. If you hear a short **u** sound, put up your hand. If you hear a long **u** sound, clap your hands." Use words such as **cut**, **excuse**, **bus**, **bugle**, **butter**, **tube**, **summer**, **pup**, **bump**, **cupid**, **mug**, **dust**, **fuse**. Have the children apply their new knowledge to read sentences similar to the following:

1. Can you hear the music?
2. He played a tune as he danced along the path.
3. The old mule would not go up the hill.

Phonic Elements — *We Can Read Magic and Make-believe*, Book Two, page 111.

EXTENDING THE LANGUAGE EXPERIENCE

Review the songs the animals have sung in the Googie stories. A songbook may be duplicated and illustrated by the children. They may make up their own songs the animals might sing. For some children it may be helpful to suggest that they make up new words to a familiar tune.

Some of the children might like to write or tell a story about how they tried to fly or pretended they could fly, and tell what they did.

The children may enjoy "Timothy Boon" by Ivy O. Eastwick — a poem that concerns Timothy who flies up to the moon on a balloon. The poem may be found in the anthology *Time for Poetry* by May Hill Arbuthnot (W. J. Gage). In the same anthology may be found the poem "A Kite" (author unknown). The well-known poem "The Swing" by Robert Louis Stevenson in the same anthology might be enjoyed by the children.

45: GOOGIE AND HIS FRIENDS

Googie's Birthday Party

Text Pages 189-194

VOCABULARY

Words Introduced: birthday, hungry, cake (make), top (stop), such (much)

PREPARING FOR READING

Recall with the children that some of the animals enjoyed making up songs and singing them on certain occasions. Print on the chalkboard:

Happy birthday to you,
Happy birthday to you,
Happy birthday, dear Googie!
Happy birthday to you.

Have the children discuss when the animals would sing this song. Draw attention to the new word **birthday**. Have children suggest what else Googie's friends might do on his birthday.

At this point children may be encouraged to write individual or co-operative stories about Googie's birthday. Some of these stories may be read to the group and displayed. An alternative procedure is to have children draw pictures of what they think happened on Googie's birthday.

After children have had a chance to speculate this way, introduce the story in the reader.

READING THE STORY

Guide the reading with a few questions and comments.

Page 189 What idea does Buster have? Why does Froggy think it a good idea? How do you know that everyone else likes the idea?

Pages 190-191 Find out what the animals plan to do at the party. What game does each animal suggest? What was the reason for each suggestion? What food does each animal suggest? Do you think they are thinking of what Googie likes to eat? Why do you think so?

Pages 192-193 What problem do Googie's friends have? Who writes on the birthday cake? What do they do at the party?

What do the animals think the words on the cake say?
What do they really say?

Rereading

If children are going to dramatize this story or use it as the basis for a puppet play, they should reread to find what they think are the most amusing lines. To do this they may wish to read through the story orally, with different children taking the parts of Googie and his friends.

TEACHING THE READING SKILLS

Recalling Events — Seatwork Activity:

1. Why did Googie's friends want to have a surprise party for him?
2. Where did the friends get together to plan the birthday party?
3. Who made a big birthday cake?
4. When did the friends ice the cake?
5. Tell two things the friends did at the party.
6. What did Little Hoot write on the top of the cake?
7. What did everyone think the words said?

Sequence — Seatwork Activity: Have the children complete the following:

MRS. RABBIT'S CAKE

The next day was Googie's birthday. Mrs. Rabbit was going to make a birthday cake for his party.

1. First Mrs. Rabbit looked_____
2. Then she made_____
3. Next she went_____
4. When she came home_____
5. Then Mrs. Rabbit_____
6. When it was baked_____
7. That afternoon_____

5. baked the cake.
3. to the store to buy the things she didn't have.
1. in her cook book to see what she needed for the cake.
7. Googie and his friends were hungry and ate the birthday cake.
2. a list of things she would need.
4. she put the right things in a big dish.
6. all Googie's friends put the icing on the top.

Locating Information — *We Can Read Magic and Make-believe*, Book Two, pages 112-113.

Children may wish to make up a table of contents of their favourite dishes. They may cut pictures out of magazines or draw them. Some children may enjoy carrying out a simple recipe. Accuracy in reading quantities and in following the correct sequence should be stressed.

Recalling Events — *We Can Read Magic and Make-believe*, Book Two, page 114.

Seeing Relationships — Seatwork Activity: The children are to pick out the things that belong in each part of Susan Brown's plan and list them under the appropriate heading. Some of the items will not be used.

SUSAN'S BIRTHDAY PARTY

1. What to do before the party
2. What to eat at the party
3. What games to play

Get out the pretty dishes
Pick some beautiful flowers
Cut grass and rake leaves
Make some funny hats
Write "thank-you" letters
Help ice the cake
Drop-the-mitten
Ask friends to come
Bat-and-ball

peanut cookies
pumpkin seeds
Set the table
Jump-the-rope
maple-sugar candy
Hide-the-ball
Eat green apples
Tag
birthday cake

Using Phonics

Combinations er, ir, and ur — To review that the combinations er, ir, and ur frequently have the same sound, print on the chalkboard the sentence:

She got her first fur coat last fall.

After the sentence has been read orally say to the children, "Three words in this sentence contain the same sound. What are they?" Have a child underline the two letters that make the same sound in each of these words.

Seatwork Activity: The children are to complete each sentence by numbering the correct ending. Then they are to add a sentence to make a two-sentence story.

1. Susan likes to curl her hair
2. "My little kitten will purr," said Elizabeth,
3. The train stopped
4. "Please, sir," said Tommy to his teacher,
5. The boy saw the man

_____ "may we go on a trip?"

_____ "when it is happy."

_____ cutting down the fir tree.

_____ every night before she goes to bed.

_____ with a jerk.

Consonant Combinations sm, sn, and sk — Print the following sentence on the chalkboard:

Googie's small house was made from a pumpkin.

Say, "I am going to say a word that begins the same as one of the words in this sentence. See if you can find it. The word is **smart**." When a child says **small**, draw a line under the **sm**. Say, "I am going to say some other words. If they begin the same as **small**, put up your hand." Say words such as **smash, snake, sleigh, sun, smock, smother, sugar, smooth, snow, know, smoke**. Then have sentences similar to the following read.

1. Father said, "I smell something good to eat."
2. Dick saw the smoke before he saw the fire.
3. "Please smile when I take your picture," said the man.

To teach the combination **sn**, print on the chalkboard the sentence:

The dog will sniff his meat before eating it.

Have the children find a word that begins like **snow**. For auditory discrimination use words such as **snack, sneak, snore, snatch**.

To teach the combination **sk**, print on the chalkboard the sentence:

Googie can fly up in the sky.

Have the children find a word that begins like **skate**. For auditory discrimination use words such as **skim, skirt, skill, skunk**.

Have the children apply their word attack skills to get words such as:

snake (make)

snail (tail)

snap (sap)

skip (trip)

skate (ate)

skin (in)

Consonant Combinations — *We Can Read Magic and Make-believe*, Book Two, page 115.

A number of the items on this page could be used as the beginnings of stories. Let the children choose one of the items and add to it to make a story. The story could then be illustrated.

Phonic Elements — Ask the children to read the following pairs of words as you print them on the chalkboard: **thank, bank; think, wink; saw, raw; bark, dark; ear, year; car, tar; night, might; clock, block; last, fast.** Ask how the pairs of words are the same. Have different children underline the rhyming endings.

Seatwork Activity: Explain to the children that they are to finish each of the following sentences by using a word that rhymes with the word that is underlined. Then they are to circle the parts that make them rhyme.

1. The ball is_____.
2. The cat_____into the well.
3. You_____with your ear.
4. Jill ate a_____.
5. Dick is_____.
6. The car went_____.
7. The net is_____.
8. Last night the moon was_____.
9. I must_____ Frank.
10. Jack ran_____but came in last.
11. I saw Jim_____that funny picture.
12. It was getting dark as we left the_____.
13. The boat can_____.

star	mast	fight	cake	near
draw	hear	sick	pink	pad
fast	met	far	glad	float
bark	pill	fall	will	small
bank	fell	sink	about	wet
kick	bright	shout	park	thank

Using Word Structure

Syllables — Ask the children to read the following sentence as you print it on the chalkboard:

Googie was sad because he could not fly.

Ask, "How did Googie feel when he could not fly?" Print on the chalkboard the word **sad**. Say, "How many syllables do you hear?" Print on the chalkboard the sentences:

Googie spoke sadly.

"I cannot fly," he said.

Say, "Which word tells us how Googie spoke?" Print the word **sadly**. Say, "How many syllables are there in this word? When we add **ly** to a word, we are adding one syllable."

Seatwork Activity: Print on the chalkboard the following words. Explain to the children that they are to print each word. Then beside each word write the number of syllables in it.

gladly	_____	may	_____	snowshoe	_____	tricky	_____
beside	_____	sticker	_____	rainy	_____	bedroom	_____
newly	_____	great	_____	her	_____	greatly	_____
flying	_____	thing	_____	hooting	_____	wormy	_____

EXTENDING THE LANGUAGE EXPERIENCE

If the last episode is read in play form, have parts chosen or allot them. Have the children read the exact speeches. Help the children realize that a most amusing part has been left out. Then read the play again with a child or teacher saying, "That was all he could say" etc., *sotto voce*, after each of the owl's contributions. A large number of activities may be developed using the Googie stories. These will vary greatly according to the abilities and imaginative talents of the class and teacher, and the facilities available. A talented group might make up another act on their own. Discussions might centre on the human aspects of the characters under such headings as: Happy-Go-Lucky, Worrying, Friendly, Helpful.

If children are to be encouraged to write other episodes in the life of Googie, they might be given titles to illustrate. After the illustrations are complete, stories to go along with them will spring to mind. Titles might be:

A Rainy Birthday Party

Little Hoot to the Rescue

On the Hottest Day of Summer

The Animals Help Grandfather Elf

This series of stories should lead to children reading and enjoying other stories of this style. They may wish to make plays based on the easier Beatrix Potter Books (S. J. R. Saunders). The series of books about Babar by Jean de Brunhoff (Random House) will also lend themselves to dramatization.

46: THE FROG AND THE RABBIT

(Poem)

Text Page 195

READING THE POEM

Have the children listen to the poem to find out what a frog and a rabbit said to each other one day when they met by a pond. Through guided questioning, help the children to recall what was said. Ask the children which line they heard repeated throughout the poem. Read the poem again, pausing so that the children can supply the "Hoppity-hoppity-hop".

Discuss the pictures on page 195. Read the poem again, having the children again supply the repeated lines.

Two children who are particularly good oral readers might enjoy practising by themselves the conversation of the frog and the rabbit. Then, at another time, have the poem reread with the class reading the "Hoppity-hoppity-hop", the two children reading the lines of the frog and the rabbit, and the teacher reading the narrative lines.

EXTENDING THE LANGUAGE EXPERIENCE

Have the children suggest what games the frog and the rabbit might play the next day. List the names of these games on the chalkboard or on a large sheet of paper. If the game requires any equipment, for example, a bat and ball, this should be included on the list. Later on, this list might be printed into a booklet of "Games to Play".

47: CARLO

A Goat for Carlo

Text Pages 196-203

VOCABULARY

Words Introduced: Carlo, market, most, soft, money, town (down), people, sell (tell), woman, Tina, trotted

INTRODUCING THE STORIES OF CARLO

These stories may help children to gain an understanding and sympathy for people in a different society. Children may feel that, like Carlo, they are limited in what they can own. They can realize that Carlo's happiness depends, not on what he has, but upon his attitude toward it. The story is serious in nature and most pupils will respond to it naturally without a belabouring of the values revealed.

PREPARING FOR READING

To prepare children for the situation in the story, thinking might be stimulated by saying to them: "When a person decides to buy a new car, he usually knows what kind he wants. Before he buys one, he is likely to look around and try out some new models. He may see just the car he wants but he hasn't enough money to buy it. If that happened what might he do? The story we are going to read is about a boy named Carlo, who lives in a country where most people are too poor to buy a car. But there is something this boy wants very badly. Let's read the story to find out what happens when Carlo and his father go to market to buy the thing that Carlo wants so much."

If difficulty is anticipated, print on the chalkboard some of the words that have arisen in discussion: **market, Carlo, most, money.** When the word **Tina** is introduced in context, make sure it is pronounced with a long e sound and a short a sound. (**Tina** rhymes with **arena**.)

READING THE STORY

The reading of the story may be motivated by the introductory discussion and read without questioning on parts of the story. If a guided reading approach is used, questions and comments similar to the following may be used:

- Pages 196-197 What does Carlo want more than anything else? What kind of goat does he hope to get? Where do he and his father go? How do you think Carlo feels? Why do you think so?
- Pages 198-199 Read to find out what Carlo sees at the market. Why do Carlo and his father not stop until they get to the part of the market where the goats are being sold?
- Pages 200-201 Read to find out what the goats that Carlo sees are like. Which one can they afford? How do you know the goat likes Carlo?
- Pages 202-203 What happens on the way home from market? Why do you think Tina might feel differently as she trots along with Carlo and his father?

After the children have read the story, questions such as the following may serve as a basis for discussion:

1. Do you think Carlo's father was as disappointed as Carlo was? Why do you think so?
2. Why did Carlo's father decide they should buy Tina?
3. What made Carlo willing to accept her?
4. What could they have done instead of buying her?
5. Do you think they acted wisely? Give your reasons.

Rereading

Children should be trained to reread independently to find information. The following activity contains words beyond the reading vocabulary expected at this level. If these words are printed in a different colour, or divided into syllables, they may provide a challenge for the better readers. If they are too difficult, easier words may be substituted. Help the children to understand that more than one answer may be correct.

Be ready to read a sentence that proves:

- Page 196 Carlo had wanted a goat for a long time.
He was very excited.
- Page 197 Carlo's father was poor.
Carlo knew just what he wanted.
- Page 198 The market was an exciting place.
Carlo had no time to look around.
- Page 199 Carlo was a polite boy.
Carlo and his father weren't wasting any time.

Page 200	Carlo found the goat he wanted. Father knew they couldn't have it.
Page 201	Carlo's father did not think they would get a goat. The goat needed a home.
Page 202	Carlo was a kind boy. Some of his friends were less kind.
Page 203	Carlo loved his home. Carlo noticed a change in Tina.

TEACHING THE READING SKILLS

Making Inferences — *We Can Read Magic and Make-believe*, Book Two, pages 116-117.

Recalling Events — Seatwork Activity:

1. Carlo jumped out of bed and got ready quickly because_____
2. On the way to town Carlo went dancing down the path because_____
3. People had come to market because_____
4. Carlo was sad because_____
5. Tina's coat did not shine but Carlo liked her because

6. Carlo thought Tina was a most beautiful goat because

7. On the way home Tina trotted along happily because

Making Inferences — Seatwork Activity:

1. As Carlo and his father hurried through the market, they heard a woman calling out. "Little boy, come and see what I have to sell. They are big and round and the colour of the sun. They are just the thing for a young boy to eat on a hot day."

What was the woman selling?

She was selling apples.

She was selling oranges.

She was selling bananas.

2. The market was a very busy place. It looked as if most of the children of the town were there. Everywhere Carlo looked he could see girls and boys. Some were walking. Others were hurrying about, looking at all the things the people were selling. Most of the children were not able to buy anything.

Why were most of the children not able to buy anything?

There was nothing to buy.

They were not hungry.

They had no money.

3. Once at the market Carlo saw a man hitting a little pig with a big stick. The pig got away from the man and began to run through the market. The man ran after the pig, but the man was too fat to run very fast. It looked as if the pig would not be caught. "Help me," the man shouted to the people who were watching. "Stop that pig!"

Most of the people just laughed at the fat man. No one tried to stop the pig.

Why did the people not help the fat man?

They wanted the pig to get away.

They could not see the pig.

They did not know the fat man wanted help.

4. Once Carlo saw a beautiful woman in a red dress. She stopped to buy some carrots. While she was taking out her money to pay for the carrots, she dropped a bag of oranges. Carlo quickly picked up the oranges and handed them to her.

The woman looked down at Carlo, and in a soft voice said, "Thank you. You are a good boy."

Why did the woman tell Carlo he was a good boy?

Carlo was kind to animals.

Carlo had helped her.

Carlo did what his mother and father told him to do.

Using Phonics

Phonic Elements — Print on the chalkboard:

Our clock stopped because we forgot to wind it.

Ask, "What word rhymes with **find**? In what two ways are **find** and **wind** alike?" Have a child underline the parts that make the words rhyme. Have the children give other words that rhyme with **find** and **kind**.

Ask the children to read the following words as you print them on the chalkboard: **stop, hop**. Ask, "In what two ways are these words alike?" Have a child underline the rhyming elements in each, and give other words that rhyme with **stop** and **hop**. Continue with **sleep, keep; nest, best; ride, side; new, blew; snow, blow**.

Seatwork Activity — The children are to use the letters at the top to make new words that rhyme with the word at the beginning of the line.

	w	p	t	st
Bill	_____	_____	_____	_____
hop	_____	_____	_____	
keep	_____	_____	_____	
nest	_____	_____	_____	
ride	_____	_____		
find	_____			
out	_____	_____		
shell	_____	_____		
rain	_____	_____		

Vowel Generalization — Ask the children to read the following sentence as you print it on the chalkboard.

Dan tried to help the pup but it just cried and cried.

Then have the children underline the words that have a long vowel sound in them. Ask, "What two vowels do you see in these words? What vowel sound do you hear?" Have a child circle the **ie** in **tried** and **cried**. Have the children note that the first vowel is long and the second is silent. Recall the correct way to indicate the long vowel sound (**tried**).

Proceed in a similar manner to review the combinations **ai** and **ay**; **ea** and **ee**; **oa**. Use words such as **rain, tail, day, may, way, see, been, each, eat, coat, goat**. Recall that **ai** and **ay** often have the long **a** sound, **ea** and **ee** often have the long **e** sound, and **oa** often has long **o** sound. Ask, "What can we say about the sound of the first vowel in each word? About the second vowel?" Help the children to generalize that, when two vowels come together, often the first vowel is long and the second is silent.

Print on the chalkboard a short story in which the children may have to apply the vowel generalization just taught in order to read some of the new

words. After the children have read the story, have them underline in green the words that follow the generalization. If the children have difficulty say to them, "Remember, if two vowels come together in a word the first vowel is often long, so try the long sound first."

Ray stayed at Mr. Green's farm for three days. He helped weed peas, beets, beans and carrots. He fed oats and hay to the horses.

One day Mrs. Green said to him, "Go out to the big tree near the meadow. Get me some apples for a pie."

Ray hurried out of the house. On the way to the meadow he saw that it was going to rain.

What do you think he did?

Vowels (long) — *We Can Read Magic and Make-believe*, Book Two, page 118.

Using Word Structure

Prefixes un and re — Print sentences similar to the following on the chalkboard:

1. It was **not** fair for the big boys to keep the ball.
2. It was **unfair** for the big boys to keep the ball.

Draw a line under the word **unfair**. Ask, "Which two words in the first sentence mean the same as **unfair**? What does the **un** in the word **unfair** mean?" Help the children to realize that **un** means **not** in words such as **uneven** and **unhappy**.

Proceed in a similar manner to teach the children that the prefix **re** means **again** in words such as **rebuild**, **retell** and **replace**. Sentences such as the following may be used:

1. After Blackie bumped into the toy house, Peter had to build it again.
2. After Blackie bumped into the toy house, Peter had to rebuild it.

Prefixes un, a, and re — *We Can Read Magic and Make-believe*, Book Two, page 119.

Working With Words — Say to the children, "I am going to print on the chalkboard a word that you know." Print **hat**. "I will draw an arrow to show that I am going to change the word in some way."

Draw an arrow down. Print **bat**, and have it read. Ask, "What change did I make?" Extend the procedure until the following grid is complete.

hat	→	hit	→	hot	→	hut
↓						
bat		bit		bot		but
↓						
rat		rit		rot		rut
↓						
sat		sit		sot		sut

Recall with the children that a circle around a group of letters shows that these letters do not make a whole word.

Use a similar procedure to develop the following grid:

Dick	→	dock	→	duck	→	deck
↓						
pick		pock		puck		peck
↓						
chick		chock		chuck		check
↓						
stick		stock		stuck		steck
↓						
lick		lock		luck		leck

Then the children may proceed from words with short vowel sounds to new words with long vowel sounds, and from words with long vowel sounds to words with short vowel sounds.

spin	→	spine
hat		hate
not		note

Tim	→	time
us		use
cut		cute

ride	→	rid
hide		hid
made		mad
rode		rod
shine		shin

EXTENDING THE LANGUAGE EXPERIENCE

Children might be encouraged to use discussion skills in this longer selection. A pupil should be trained to act as chairman. As chairman he will ask questions of the group and call for participation.

Why do you think the children teased Carlo about his pet?

What do you think they should have done?

The discussion might be evaluated and a chart of reminders made.

A GOOD CHAIRMAN

1. Asks questions clearly.
2. Speaks out.
3. Asks everyone to take part.

48: CARLO

Tina's Day at the Market

Text Pages 204-208

VOCABULARY

Words Introduced: cart, onions, start, found, sold (old)

PREPARING FOR READING

Recall some of the events of the previous story. Present the title of this story and let the children speculate on why Tina might go to market.

READING THE STORY

Most children will be able to handle this chapter independently. The reading may be guided by silent reading questions printed on the chalkboard.

- Page 204 Why is Carlo making a cart? When does he use it?
- Page 205 What tells you that Carlo and Tina are friends? How do you know that Carlo is a good salesman?
- Page 206 Why does Carlo forget about Tina's lunch? What does he get for her?
- Page 207 What does Carlo take home to his mother? What does he give his father?
- Page 208 How do you know that Carlo has a kind mother? Do you think Carlo is still longing for that beautiful goat that he wanted so much?

TEACHING THE READING SKILLS

Recognizing and Understanding Words — *We Can Read Magic and Make-believe*, Book Two, pages 120-121.

Noting Detail — Seatwork Activity: Underline the best completion.

1. Carlo took to market

six bags of onions and two bags of carrots.
six bags of peas and two bags of onions.
six bags of onions and two bags of peas.

2. The cart was
 red with little wheels.
 Carlo's father's cart.
 little with red wheels.
3. On the way to market, Carlo
 sold some onions and peas.
 walked beside the cart.
 had a ride in the cart.
4. Tina was so hungry that she started to eat
 Carlo's straw hat.
 some onions.
 Carlo's lunch.
5. Carlo had sold all his vegetables
 to a woman.
 in the morning.
 by afternoon.
6. When Carlo started up the path
 he lost all his money.
 he gave Tina some carrots.
 he found some flowers.
7. That night Carlo's mother
 took some food to Tina.
 made Carlo another cart.
 made Carlo a new straw hat.
8. If a goat ate my hat I would
 buy another hat in a store.
 make another hat out of straw.
 go to market for a new hat.
9. If I had a pet goat, I would
 give it hats to eat.
 give it onions to eat.
 be kind to it.

Noting Detail — *We Can Read Magic and Make-believe*, Book Two, pages 122-123.

Using Phonics

Combinations er, ir, ur and ar — Using the words **her, girl, fur**, recall with the children that **er, ir, and ur** sometimes have the same sound. Then print on the chalkboard the words **car, farm, star**, and have them read. Have the **ar** in each word underlined. Call attention to the sound of **ar**. Then print on the chalkboard sentences containing words with **er, ir, ur, ar**, and have them read. Sentences such as the following may be used:

1. Jill got a new skirt from her grandmother.
2. David was glad to get a birthday card.

Vowels — *We Can Read Magic and Make-believe*, Book Two, page 124.

Consonants and Consonant Combinations — Seatwork Activity: Explain to the children that they are to finish any eight of the following sentences. They are to choose the eight that they think will make the most interesting sentences to be read aloud to the other children in the group.

1. At noon I shall_____.
2. The pole fell down because_____.
3. We used the old pump to_____.
4. I saw a clam_____.
5. The children will clap_____.
6. You may slip_____.
7. Elizabeth will post the letter_____.
8. Do not blame Susan_____.
9. The flag is_____.
10. I will use glue to_____.
11. Dick ate a plum_____.
12. The sled went_____.
13. Jack has none left because_____.

Using Word Structure

Contractions (one letter) — Print the following sentences on the chalkboard:

1. Jack, Bill, and Tom said, "We're going to a party."
2. Jack said, "I think it's going to be fun."
3. Jack said to Jim, "I hear you're going, too."
4. Tom said to Jim, "If you don't hurry you will be late."
5. Jim said, "I'm afraid I cannot come."

Draw a line under the word *we're* in sentence 1. Say, "We could say this sentence another way. What two words could we use in place of *we're*? When we use *we're* instead of *we are*, which letter is left out?" Follow a similar procedure for the other contractions. Ask the children to reread the sentences in order to find out how many boys are going to the party.

EXTENDING THE LANGUAGE EXPERIENCE

Choose a pupil chairman to lead a discussion of questions such as:

How is a day in Carlo's life different to a Saturday in your life?

How is it the same?

Continue to develop charts to guide discussion. A chart might emphasize the responsibility of the participants.

When I take part in a discussion

1. I read the story carefully.
2. I am ready to answer.
3. I speak clearly.
4. I give others a turn to speak.

49: CARLO

The Most Beautiful Goat of All

Text Pages 209-214

VOCABULARY

Words Introduced: evening, mountain, gone, lantern, climbed, light (night), baby, carry, won't

PREPARING FOR READING

In the previous stories children will have identified with Carlo. They may wish to recall some of the feelings Carlo had on different occasions. This recall may be triggered by asking questions beginning, "If you were Carlo, how would you have felt when . . ." Little motivation is needed for this episode as the problem arises early in the story. Help with vocabulary should be given on an individual basis so that the flow of thought can be maintained.

READING THE STORY

Read the first paragraph to the children. Call for some discussion of what Carlo might do. Then let the children read the rest of the story to find out what he does.

Rereading

Rereading should be for pleasure. It should not be spoiled by intensive questioning. Children might enjoy rereading to illustrate the story, or to pantomime parts of it. A good test of comprehension of the story will be the extent to which children reveal feelings in their pictures or pantomimes.

TEACHING THE READING SKILLS

Seeing Relationships — Seatwork Activity: Have the children pick out one word that does not belong in each row.

1. market	store	shop	Carlo
2. mountain	cart	path	hill
3. kite	cake	candy	icing
4. money	woman	gold	silver
5. pleased	glad	sad	happy

6. kite	bluejay	owl	hen
7. morning	lantern	night	evening
8. carrots	onions	peas	apples
9. friends	children	fields	people
10. cut	paint	paste	elephant
11. ice	trotted	snow	cold
12. lunch	dinner	moving	breakfast
13. trot	climb	walk	hungry

Observing Sequence — *We Can Read Magic and Make-believe*, Book Two, pages 125-126.

Story Two on page 126 lends itself to adaptation as a play. It may be tape-recorded or performed with puppets.

Recalling Events — *We Can Read Magic and Make-believe*, Book Two, page 127.

This activity provides review of the word structure skills.

Recognizing and Understanding Words — Seatwork Activity: The children are to rewrite the sentence using words that are opposite in meaning to the underlined words.

1. The ugly big goat trotted in front of the old man.
2. Late in the evening Carlo finished making a cart.
3. All night the market was a very busy place as people were buying many things.
4. The young man was standing near Carlo.

sitting	beautiful	morning
little	day	behind
started	early	young
old	selling	far from

Using Phonics

Vowel Generalization — Print on the chalkboard the words **able**, **ate**, **cake**. Ask the children to read the words and tell which vowel sound they hear. Help them to note that the final **e** is silent.

Follow a similar procedure for the words **ride**, **ice**; **rode**, **stone**; **use**, **tune**, **mule**.

Then ask, "In all these words how many vowels do you see? How many vowel sounds do you hear? Which vowel is silent in each word? Does the vowel before the **e** have the long or short sound?" Recall with the children the generalization that in many words ending with an **e**, the vowel coming before the **e** is long, and the **e** is silent.

Phonic Elements — Devise an activity in which words containing the underlined phonic elements are used: **did**, **hid**, **lid**, **slid**, **skid**; **clock**, **lock**, **knock**, **sock**, **block**, **flock**, **shock**; **pig**, **big**, **dig**, **fig**; **bag**, **wag**, **tag**, **nag**, **lag**; **face**, **lace**, **trace**; **ate**, **gate**, **crate**; **make**, **lake**, **wake**, **bake**, **shake**; **sick**, **stick**, **thick**, **prick**.

Using Word Structure

Doubling the Final Consonant and Adding an Ending — Print on the chalkboard the sentences:

Carlo's goat was trotting up the path.
The goat trotted up the path.
That horse is a very good trotter.

After the children have read the sentences ask, "What words in these sentences come from the root word **trot**? Have a child draw a line under **trot**. Have the children tell how **trot** was changed into **trotting**, **trotted** and **trotter**. Recall that sometimes the last consonant in a word is doubled before **ing** is added.

Help the children to apply this generalization to include the ending **y**. Use a sentence such as:

A sunny day is a good time to take pictures.

Then print on the chalkboard the words **shopped**, **shopping**, **shopper**, **tripped**, **tripping**, **trapper**, **furry**. Have the children underline the root word in each. Then say, "How was the root word changed before the ending was added?"

Have the children make up sentences, using words such as the following:

1. trapper, furry, stopped
2. shopping, tripped, funny
3. spinning, hopping, trotting

Seatwork Activity: Have the children underline the root words for each of the following:

- | | | |
|-------------|--------------|--------------|
| 1. spinning | 8. keeping | 15. shopper |
| 2. trotter | 9. stopped | 16. buzzed |
| 3. funny | 10. buzzing | 17. shopping |
| 4. saying | 11. trotting | 18. trapped |
| 5. sunning | 12. shopped | 19. smaller |
| 6. working | 13. keeper | 20. trotter |
| 7. trapping | 14. tripping | 21. starry |

Doubling the Final Consonant and Adding an Ending — *We Can Read Magic and Make-believe*, Book Two, page 128.

Alphabetical Sequence — Seatwork Activity: The children are to fill in the missing letters at the top of the section and then print the words below in alphabetical order.

ab _ d _ fg _ i _ k _ mn _ p _ r _ t _ v _ x _ _

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

evening
gone
climbed
baby
found
able
danced
x-ray
zoo

mountain
lantern
owl
people
kite
hungry
I'd
near
jump

sold
won't
trotted
ranch
young
use
queer
very

EXTENDING THE LANGUAGE EXPERIENCE

Discussion skills may be extended through the use of a question such as the following:

What did you find out about the country where Carlo lived? The country is not identified. It could be Italy, Spain, or Mexico, or some other country. Some children may wish to come to a decision about the country and read for more information about it. An assortment of pictures and books about the country should be made available. Pupils may be asked to report individually to the teacher on their reading or they may bring their findings to discussion.

The film *Goats* (Encyclopedia Britannica Films) depicts the feeding, milking and care of goats as shown on a typical goat farm. Two kids frolic, jump, climb and get into mischief. The goat's milk is delivered to town by a boy, driving a billy-goat in a small wagon. This film will be of special interest to the children after reading the story of Carlo's goat.

Some story books that the children may enjoy at this time are *Biquette*, *The White Goat* by Françoise (S. J. R. Saunders), *Flix and the Morning* by W. Dennis (Macmillan), *The Poppy Seeds* by C. R. Bulla (Ambassador), and *Angelo, The Naughty One* by Helen Garrett (Macmillan).

50: THE GOAT

(Poem)

Text Page 215

READING THE POEM

Read the poem to the children, emphasizing the unusual rhythm a child might use in speaking to a goat. Have the children look at the poem as it is read a second time. Discuss how each thing the person brought is special in some way.

The poem might be used with more advanced readers to sharpen their sensitivity to words. After the poem has been read, have the children recall what food was given to the little goat (sweet green grass, blossoms from the plum tree, rose petals sparkling with dew). One or all three answers may be printed on the chalkboard. Draw the children's attention to the phrase **sweet green grass**. Ask, "What word tells us how the grass tasted? Name some other things which taste sweet." Then ask, "What other word might we use to tell how things taste (sour, good, bad, delicious, etc.)?" The answers may be printed on the chalkboard or on a sheet of paper. Encourage the children to make up phrases describing how things taste.

51: SUMMER AT THE LIGHTHOUSE

The Tall, Round House

Text Pages 216-221

VOCABULARY

Words Introduced: tall (all), Jimmy, dad (sad), drive (driver), boat (coat), dock, motor, stairs (fair), lamp

INTRODUCING *SUMMER AT THE LIGHTHOUSE*

In using this series of stories the teacher may attempt to broaden horizons, increase knowledge and extend the use of language skills. The story is rich in compound words and should provide valuable practice in using word structure clues. It also carries information about land forms that should make for good social studies discussion. However, such discussion should come well before or after the guided reading so that it does not distract the child's attention from the story.

The child's aim may be simply to find out what happens in the story. Good readers may wish to read the unit without interruption. Some children may need to read each episode separately and discuss events as they happen.

If the children know something about islands and lighthouses, stimulate discussion with questions such as:

How would you like to spend a summer at a lighthouse?

What do you think you would do to pass your time?

Would you get lonesome? Why?

If more preparation is needed to develop background the following suggestions might be used. Show the class a picture or sketch of a tall lighthouse on a rocky promontory. The discussion may be guided by comments and questions similar to the following:

This picture shows a house in which a boy lives. How does it differ from most homes? (tall, round, many windows)

If you lived there, which room would you want? Of what use is the big lamp? How is it lighted? How do they get up to it?

Further questioning should show that it is on a lonely, rocky, barren spot, that food and other supplies must be brought by motorboat from the main-

land, and that it is only in such places that lighthouses are of use. Pictures of steamers, row-boats, mainland, etc., with names, may be added as the discussion progresses. Children should finish the discussion, wondering if they would like to live in a lighthouse, how they would spend their time, etc. If it seems advisable, they may be told that manned lighthouses are fast disappearing, but a few are still operated on the Great Lakes and coastal islands during the summer shipping season.

PREPARING FOR READING

Some of the words listed as new in this story will have arisen in the discussion used to introduce the unit. Some may appear in labelling of drawings.

READING THE STORY

Have the title and sub-title read. Identify Jimmy Greenfield as the boy in the centre of the picture on page 216. Discuss where the story begins. Children might speculate about what Jimmy is telling the other children on the playground.

If the reading is guided, questions and comments such as the following might be used.

Pages 216-217 How do you know, from the picture, that Jimmy's friends are interested in what he is saying? Read to find out what he is telling them.

When and where do Jimmy's parents pick him up in the car?

Where do they go?

Pages 218-219 Where do the Greenfields stop along the way? Why?

Whom do they meet at the dock?

Who was at the lighthouse last summer? Describe what Jimmy sees as they leave the dock.

Pages 220-221 What interesting discoveries does Jimmy make about the lighthouse.

Rereading

The story can be read intensively for several purposes. The questions listed below might call for reading orally the paragraph that provides the answer, writing answers in sentences, or finding sentences that give specific information. The discussion question following each story should be put on the chalkboard at the end of the lesson and left with the group to think about.

Before beginning the next story, the discussion question or questions may be used as an introduction.

1. Where was the lighthouse?
2. How long did it take them to reach Lakeside?
3. Why did they stop before they went to the dock?
4. How did they get from the dock to the island?
5. Why was Mr. Greenfield's job on the island important?

Discussion questions:

1. Why did they take so many boxes of food with them?
2. What would happen when that food was eaten?

TEACHING THE READING SKILLS

Seeing Relationships — *We Can Read Magic and Make-believe*, Book Two, page 129.

Following Directions — *We Can Read Magic and Make-believe*, Book Two, pages 130-131.

Some children may be sufficiently interested in maps to examine a real road map. Some maps might be put on display showing where children have travelled.

Observing Sequence—Seatwork Activity: Have children arrange the details of the story in the order Jimmy might have told them.

- _____ The other children wanted to know all about them.
 - _____ I got in the car and away we went.
 - _____ We stopped to buy food.
 - _____ On the last day of school I was talking about my plans.
 - _____ Then we went to the dock.
 - _____ We left Fairtown.
 - _____ That afternoon I hurried out of school at four o'clock.
 - _____ We got our boat and went to the lighthouse.
 - _____ Just after seven o'clock we came to a small town.

Using Phonics

Vowel a before l and w — Ask the children to read the following words as you print them in a column on the chalkboard: all, ball, wall, tall. Ask, "How are these words alike?" Have the rhyming endings underlined. Follow

a similar procedure for talk, walk, chalk. Then say, "Which vowel do you see in each of these words? What letter comes after the a in each of these words? Does the a in talk sound the same as the a in cat? the a in cake?" Explain to the children that when a is followed by l it often has the sound that a has in all.

Then print on the chalkboard the words saw, paw, straw. Help the children to realize that a followed by w often has the same sound as the a in all. Then point out that the letter a does not always have this sound before l or w. Print on the chalkboard the examples away, along.

Seatwork Activity: Print the following half-sentences on the chalkboard. Explain to the children that they are to complete the following sentences by choosing the correct endings. Then they are to underline all the words in which an a followed by l or w has the sound that a has in all.

1. Elizabeth called, "Help, help!" _____
 2. David would like to go away _____
 3. Sandy always likes _____
 4. Susan shall take _____
 5. Sam put some salt _____
- _____ on a trip.
_____ the small boy home.
_____ on the meat.
_____ when she saw Jack fall into the river.
_____ to do tricks.

Combinations oa, ai, and ay – Print on the chalkboard:

I left my coat on the boat.

Ask, "Which words have a long vowel sound? What vowel sound do you hear in these words? Which vowels do you see in these words?" Remind the children how to mark a vowel long (cōat). Explain that oa usually has the long o sound. Review with the children that ai and ay coming together often have the long a sound.

Print on the chalkboard words such as the following: tail, hail, stray, pain, happy, aid, said, tray. Have the children pick out those that have the long a sound.

Seatwork Activity: Sentences similar to the following may be used to give experience in using words with ai, ay, and oa. Answers are to be chosen

from the words at the end of the activity. More words should be given than will be needed.

1. The _____ will bring in the cookies.
2. An old green car came down the _____.
3. The waiter put the dishes on the _____.

tray toad maid stay road

Using Word Structure

Contractions (more than one letter) — Print on the chalkboard a pair of sentences such as the following:

“You will soon be at the lighthouse,” said Jimmy’s mother.

“You’ll soon be at the lighthouse,” said Jimmy’s mother.

Have the two sentences read. Draw a line under the words **you will**. Ask the children which word in the second sentence takes the place of **you will**. Explain that **you’ll** is a short way to write **you will**.

Print on the chalkboard the contractions **she’ll, we’ll, I’ll, he’ll**. Then present questions orally to the children. In answering the questions the children must use one of the contractions listed. For example: “When will Jimmy go for a swim?” “He’ll go for a swim this afternoon.”

To teach the contractions **I’ve, you’ve, we’ve, they’ve** and **I’d, he’d, she’d we’d, you’d**, a similar procedure may be followed using sentences such as:

Jimmy said, “I have never seen round rooms before.”

Jimmy said, “I’ve never seen round rooms before.”

Jimmy knew that he would be seeing Mr. King once a week.

Jimmy knew that he’d be seeing Mr. King once a week.

Contractions — *We Can Read Magic and Make-believe*, Book Two, page 132.

EXTENDING THE LANGUAGE EXPERIENCE

Help children make up a map of Fairtown where Jimmy lives. Have them name the streets and indicate buildings such as Jimmy’s house and the school. Have them trace how Jimmy gets from school to the highway. In naming the streets of Fairtown some suggestions might be given. “Let’s

name this street after a Canadian tree. This street has a bridge on it. What might it be called?" etc.

To encourage vocabulary development have children examine some of the descriptive words used in the story. Have them provide words to describe the last day of school, the highway, the fields and forests, etc. These descriptive words should be displayed on a chart for use by the children in their writing.

Here are several poems that are suited to this theme: "My Ship and I", by Robert Louis Stevenson in *A Child's Garden of Verses* (Nelson); "Ships", by Nancy Byrd Turner in *Sung Under the Silver Umbrella* (Collier-Macmillan); "Big Waves and Little Waves", by Eleanor Farjeon in *Let's Enjoy Poetry* by G. N. Edwards (J. M. Dent); and "I'd Like to be a Lighthouse", by Rachel Field in *Let's Enjoy Poetry*.

52: SUMMER AT THE LIGHTHOUSE

A Friend for Jimmy

Text Pages 222-225

VOCABULARY

Words Introduced: cleaned, fed (red), swim (him), week, kinds (find), brought (thought)

PREPARING FOR READING

Let the children suggest what each person in the story might do at the lighthouse. Enter suggestions on a chart under the headings: Mr. Greenfield, Mrs. Greenfield, Jimmy. Leave space on the chart to enter information gained from the story. On this chart a number of words used in the story will occur naturally.

READING THE STORY

Discuss the picture to establish what Mr. Greenfield is doing. Guide the reading as closely as necessary, depending on the ability of the children. Bring out the work Jimmy has to do and the interest he gains while on the island.

Rereading

Reread the story to complete the chart on what each person had to do. Find proof that Mr. King was a kind man. Why was Jimmy not lonely on the island?

Discussion question:

Why didn't Mr. Greenfield use his own boat to go back and forth for such things as newspapers and sunglasses when they were needed?

TEACHING THE READING SKILLS

Noting Detail — *We Can Read Magic and Make-believe*, Book Two, pages 133-134.

Other letter writing activities could be developed following this experience. Children might be encouraged to write a letter to Jimmy from one of his friends.

Real letter writing experiences might be developed at this time. An exchange of letters with another class can be undertaken.

Seeing Relationships – Seatwork Activity: Have children write a sentence to tell what Jimmy might have said about each of these items: field-glasses, watering can, pen, paper, toys, games, raincoat, story-book, watch, money. For example:

I used field-glasses to look at the boats.

Drawing Conclusions – Seatwork Activity: Have children complete each sentence. Have them refer to the story as they do the activity.

1. The days went quickly because_____
2. Mrs. Greenfield was busy because_____
3. Jimmy went swimming with his mother and father because_____
4. Jimmy was glad to see Mr. King the second week because_____
5. Jimmy named the kitten Mitten because_____
6. Mitten didn't run after birds because_____
7. Jimmy liked living at the lighthouse because_____

Using Phonics

Consonant combinations sw and sp – Print the following sentence on the chalkboard:

Our dog can swim across the lake.

Say, "I am going to say a word that begins the same as one of the words in this sentence. See if you can find it. The word is sweater." When a child says **swim**, draw a line under the sw. Say, "I am going to say some other words. If they begin the same as swim, put up your hand." Say words such as **twelve, sweet, snow, stop, spin, swift, swell, snap, sway, stew, steam.**

For children who require help with the substitution process, follow a procedure similar to the one described in Lesson 41. Words such as the following may be used: **swell (tell), sweep (keep), swift (gift).**

Seatwork Activity: The children are to complete each sentence, using a word that begins with **sw** or **sp**, and rhymes with the word in the brackets:

1. David likes to play on our_____ (king)
2. The_____ will eat a fly. (rider)
3. Maple sugar is_____. (feet)
4. A_____ flew from the fire. (bark)
5. Did you see that car_____ past us? (feed)

Consonants and Consonant Combinations — *We Can Read Magic and Make-believe*, Book Two, page 135.

Vowel Combinations ee and ea — Print on the chalkboard the sentence:

Mitten had clean white feet.

Ask, "Which two words contain the long e sound?" Have a child underline the vowels in **clean** and **feet**. Ask, "What two vowel combinations have the long e sound?" In order to recall with the children that **ea** has more than one sound, print the words **eat**, **ready**, **beaver**, **early**, **bread**, **please**, **each**, **heard**. Ask the children to draw a line under each **ea** word which contains a long e sound. Ask, "What kind of e sound is found in **ready** and **bread**? What words have neither the long e or short e?"

As the children discuss these words, arrange them in columns with the following headings:

Long e

Short e

A Different Sound

Using Word Structure

Syllables — Print on the chalkboard the word **happy**. Say, "When you say this word to yourselves, how many syllables do you hear?" Ask the children to watch while you draw a line between the two syllables. Proceed in a similar manner with **mattress**, **better**, **hello**. Ask the children what they notice about the position of each line. Explain that usually when two like consonants come between vowels, a word is divided between the consonants. Help the children to note that one consonant ends one syllable, and the other begins the next syllable. Recall the fact that one of the like consonants is usually silent.

Print on the chalkboard a column of words such as the following and have children come to the board to divide them into syllables: **puppet**, **happens**, **carrots**, **berries**, **carry**, **hurried**, **rabbit**, **blackbird**, **marry**, **matter**, **hooting**, **married**, **behind**, **summer**, **windy**, **Jimmy**.

Compounds — *We Can Read Magic and Make-believe*, Book Two, page 136.

EXTENDING THE LANGUAGE EXPERIENCE

Children may enjoy telling or writing a story in Jimmy's words. They might use beginning lines such as:

The first time I saw Mr. King's boat_____.

The best surprise of the summer was_____.

The things I liked to do best at the lighthouse were

_____.

Reference to pictures in the reader may stimulate ideas.

A dramatization of one of Mr. King's visits may encourage some children in expressing themselves in words. The play might have three or four characters. It might be made more enjoyable by having a box of real objects that Mr. King tries to sell.

The poem *General Store* by Rachel Field could be read to the children. They might enjoy comparing it with Mr. King's store. Rachel Field's poem is found in *Sung Under the Silver Umbrella* (Collier-Macmillan). In May Hill Arbuthnot's *Time for Poetry* are a number of poems about kittens and cats. "A Kitten" by Eleanor Farjeon and "Tiger-Cat Tim" by Edith H. Newlin might both be enjoyed by the children.

53: SUMMER AT THE LIGHTHOUSE

Summer Storm

Text Pages 226-229

VOCABULARY

Words Introduced: storm, radio, waves, rough, dark (bark), turned

PREPARING FOR READING

Discuss the reasons why Mr. Greenfield would not leave the lighthouse often. Have the children suggest times when it would be most important for him to be there. If help is needed with vocabulary, phrases might be elicited and printed on the chalkboard: **at night, when it is dark, in a storm, etc.**

READING THE STORY

Have children examine the picture on page 227. Ask how Jimmy and his mother might feel about the storm. Have the story read to discover what happened in the storm.

Questions such as the following might be used to guide the reading or rereading. They may be asked orally or presented on the chalkboard.

1. How is the lighthouse keeper warned of the coming storm?
2. Why is a storm so frightening at a lighthouse?
3. What did Mr. Greenfield do to try to help the boats?
4. Why did he stay up all night?
5. Were any boats lost in the storm? Which sentence in the story tells us that?

Rereading

Parts of the story may be reread to find proof:

- | | |
|----------|---|
| Page 226 | that Jimmy liked to play in the rain.
that Jimmy's father let him play in the rain sometimes.
that Mr. Greenfield moved quickly to get things done.
that Jimmy helped. |
| Page 227 | that the radio announcer hoped to get in touch with the boats.
that Mrs. Greenfield was worried about the boats. |
| Page 228 | that it became dark very early.
that it was important to have the light lit. |

Page 229 that Mr. Greenfield tried to help the boats all he could.
that the storm was noisy.
that the little boats had had a rough time.
that Mr. Greenfield wasn't afraid of storms.

Discussion question:

What do you think Mr. Greenfield would have done if he had seen a boat in trouble?

TEACHING THE READING SKILLS

Noting Detail — *We Can Read Magic and Make-believe*, Book Two, page 137.

Seeing Relationships — Seatwork Activity: Have children decide who might have said each of the following:

- | | |
|---------------------------------|------------------------|
| a. a man on a big lake boat | d. Jimmy |
| b. a little boy on a small boat | e. Mrs. Greenfield |
| c. Mr. Greenfield | f. the radio announcer |

1. Come Mitten, I don't want you to get wet.
2. We ask all small boats to return to their docks.
3. Our big boat can take these rough waves.
4. Maybe I'll have trouble getting to sleep, Mother.
5. Our little boat is not built to take these big waves.
6. Take some food up to your dad, please.
7. I'm glad, Mother, that our little boat is safe in the boathouse near the lighthouse.
8. Mother, do you think we'll make it to the dock safely?
9. Thank you for helping me shut the windows.
10. We have some bad news for people living near Gull Lake.

Recognizing and Understanding Words — *We Can Read Magic and Make-believe*, Book Two, page 138.

Children might be encouraged to make a picture dictionary of words having to do with the lighthouse. They might include drawings of a dock, lighthouse, boat, gulls, etc.

Observing Sequence – Seatwork Activity: Have the children put the events of this story in the order they might have been told by a boy on a little boat.

- _____ We left the dock at Lakeside at ten o'clock this morning.
- _____ The sky was covered with dark clouds.
- _____ It was a sunny morning.
- _____ My father turned the boat around.
- _____ In the afternoon we saw a few big clouds coming up.
- _____ We headed back to the dock.
- _____ The rain began.
- _____ We got to the dock just in time.

Using Phonics

Combination ou and ow – Print on the chalkboard words such as clown, cloud, owl, out, cow. Have the children read them, and then recall that **ou** often has the sound that **ow** has in **cow**. Remind the children that **ou** does not always have this particular sound. Ask them to read the words you will print, and to decide whether or not the **ou** in them sounds like the **ow** in **cow**. Print words such as **cloud, trouble, could, mouse, young, would, out, around, should, shouted**.

Print on the chalkboard **snow, know, crow**. Ask the children to read these words, and tell what sound **ow** has.

Chalkboard Activity: Known words containing the various **ou** and **ow** sounds may be placed in columns whose headings contain the same vowel sound. Words such as the following may be used: **would, out, around, should, shouted, grow, blow, young, owl, house**. For example:

cow	snow	out	other ou sounds

Vowel Combinations – *We Can Read Magic and Make-believe*, Book Two, page 139.

Vowel a before l, w and u – Print on the chalkboard words such as **ball, fall, small, saw, claw, paw**. Recall with the children that when a comes

before l or w, it often has the same sound it has in **all**. Say, "Here is another word where the a has the same sound as it has in the word **all**." Print the word **because** on the chalkboard. Ask, "What letter comes after a in this word?"

Give the children a purpose for the silent reading of this sentence:

I do not want to put my hands in cold water.

Draw a line under the wa in want. Say, "In what other words do you hear this sound?" Have the wa underlined in **water**. Explain that when a follows w, it often has the sound we hear in **water**.

To give practice in reading words where a has a variety of sounds, have the children read phrases such as:

small dogs

hit his jaw

a wasp's nest

ran to Paul

my new watch

wag its tail

Using Word Structure

Syllables — Print on the chalkboard the word **summer**. Ask, "How many syllables are there in this word?" Have a child draw a line between the syllables. Then have the children divide into syllables the words **puppet**, **carrot**. Help them to recall that when two like consonants come together in a word, we usually divide the words between those consonants.

Print on the chalkboard the word **after**. Say, "When you say this word to yourselves, how many syllables do you hear?" Ask the children to watch while you draw a line between the two syllables. Proceed in a similar manner with **chimney**, **ginger**, **pictures**.

Ask the children what they notice about the position of each line that you drew. Explain that usually when two unlike consonants come between vowels, a word is divided between the consonants. Help the children to note that one consonant ends one syllable and the other consonant begins the next syllable.

Print on the chalkboard a column of words such as the following and have the children come to the chalkboard, one at a time, to divide the words into syllables: **party**, **window**, **monkey**, **silver**, **winter**, **whisper**, **twenty**, **always**, **Buster**, **mountain**, **lantern**.

Suffix ly — Print on the chalkboard:

1. Susan is quick.

2. Susan ran quickly.

Say, "Read the first sentence. What are we told about Susan?" Have a child underline the word **quick**. Then say, "Read the second sentence. How did

Susan run? From what root word is **quickly** made?" Have a child underline **quick**. "How was the word **quick** changed into **quickly**?" Have a child circle the **ly**.

Seatwork Activity:

roughly	lightly	nearly	friendly
softly	sadly	safely	quickly

1. Have you read the story about the _____ tiger that ran away from the zoo?
2. Elizabeth spoke _____ because the baby was sleeping.
3. The two boys played so _____ that one of them got a black eye.
4. Jimmy is _____ finished watering his garden.
5. The boat got _____ to the dock.

Er of Agent and Compounds – Seatwork Activity: Have the children number the sentence completions.

1. The builder _____ sang a song about a cowboy.
2. One of the singers _____ fitted the girl well.
3. The blue jumper _____ brought the food to our table.
4. The waiter _____ showed us the plans for the new house.
5. The rancher _____ used the hose to put out the fire.
6. The fireman _____ made sure no one could get into the building.
7. The watchman _____ jumped on his horse and rode back to the ranch.

EXTENDING THE LANGUAGE EXPERIENCE

Use the pictures in the story to develop descriptive language. Children might be encouraged to try comparisons:

The lightning looked like _____
 The dark clouds moved like _____
 The white caps looked like _____
 The dark waves roared like _____

Radio broadcasts might be made up to indicate what happened at different times during the storm.

5 p.m. News of the storm coming. Warning to boats.

9 p.m. Details of the storm, its effects on highways, farms, boats, etc.

7 a.m. (Next morning) News report that the storm is over. Comments on damage, etc.

In the film, *One Rainy Day* (Coronet), the children learn how a storm begins with winds, clouds, thunder and lightning, and what the rain does for soil, plants, cities and people.

"The Wind" by Robert Louis Stevenson from *A Child's Garden of Verses*, and "The Wind Has a Rainy Sound" by Christina Georgina Rossetti are both poems suitable as a follow-up to *Summer Storm*. The latter poem is found in May Hill Arbuthnot's *Time for Poetry* (W. J. Gage).

The story, *The Little Red Lighthouse and the Great Grey Bridge*, by H. H. Swift (Longmans Canada) may be read to the children.

54: SUMMER AT THE LIGHTHOUSE

The Storm Bird

Text Pages 230-232

VOCABULARY

Words Introduced: hurt, few (mew), only

PREPARING FOR READING

Recall the events of the previous story. Have the children speculate on what Jimmy would see when he went outside the next morning.

READING THE STORY

Have the title read and the first picture examined. Why might the bird be called the storm bird? Guide the reading to help the children discover what happens to the bird, how Jimmy takes care of it, and how it becomes strong again.

Rereading

The story may be reread to answer specific questions orally or in writing.

What was hurt in the storm? How?

Why did Mr. Greenfield think he could help it?

How did Jimmy help?

Why did Jimmy put the bird in the boathouse?

Why did the bird become friendly with Jimmy?

For how long did the bird need help?

What did the bird do when it was better?

Discussion questions:

Why didn't Jimmy try to cage and tame the storm bird for a pet?

Do you think the storm bird would come back to the lighthouse? Why do you think so?

TEACHING THE READING SKILLS

Making Inferences — Seatwork Activity: Have the children first complete the sentences on the left hand side of the following section by filling in the missing word. Then have them indicate which ideas go together by numbering the sentences on the right hand side to match the left.

- | | |
|--|---|
| 1. The bird looked up at Jimmy but it did not _____. | _____ Jimmy wasn't sure what to do with the bird. |
| 2. Jimmy ran back to the _____ for his father. | _____ The bird would be frightened in the light-house. |
| 3. Mr. Greenfield thought the bird would _____. | _____ After a while the bird knew that Jimmy was its friend. |
| 4. Jimmy took the bird into the _____. | _____ The bird might get hurt again if it flew around inside the boathouse. |
| 5. At first the bird was _____ of Jimmy. | _____ He had seen other birds that had been hurt. |
| 6. The bird _____ to get out of the box. | _____ It knew that its wing was getting better. |
| 7. Jimmy _____ the box on the dock. | _____ The bird couldn't move its wing. |

Drawing Conclusions — *We Can Read Magic and Make-believe*, Book Two, pages 140-141.

Children may be encouraged to bring pictures of different kinds of boats to put in a scrapbook of boats. Have the children print captions under the pictures.

Seeing Relationships — Seatwork Activity: Have the children examine the pictures on pages 230 and 231 and indicate with which picture each sentence goes. Then have the sentences read as two paragraphs by having the children read all the sentences marked 1, then all those marked 2.

- _____ Jimmy and his father looked at the bird.

_____ Jimmy looked after the bird in the boathouse.

_____ Jimmy stayed well back from it.

_____ The bird was getting to know Jimmy.

_____ The bird tried to get away from Mr. Greenfield.

_____ It took food from his hand.

_____ It knew Jimmy was being kind.

_____ Mr. Greenfield was not afraid of the bird.

_____ Jimmy knew that the bird was getting better.

Using Phonics

Consonant Combinations sk, sm, sn, st, and sw — Devise an activity in which attack words such as the following are used: **skim** (swim), **smart** (cart), **snore** (more), **stack** (Jack), **stem** (them), **stump** (jump), **sweep** (keep), **swirl** (girl).

Combinations er, ir, ur, and ar — Review with the children the combinations **er**, **ir**, **ur** and **ar**. (See Lesson 45.) Recall that **er**, **ir**, and **ur** often have the sound we hear in **fur**. Recall that **ar** often has the sound we hear in **car**. Have the children apply these generalizations in attacking the new words in an activity such as the following:

herd burns skirt
shark shirt

1. A _____ lives in water.
2. Do you think Carlo would like to own a _____ of goats?
3. Mrs. Greenfield bought Jimmy a new _____.
4. Wood _____ in a fire.
5. Susan's mother made her a new _____.
6. The man tried to _____ the cows into the barn, but they would not move.

Combinations — *We Can Read Magic and Make-believe*, Book Two, page 142.

Using Word Structure

Syllables (review) — Print on the chalkboard words such as the following: **trying**, **boathouse**, **squirrel**, **keeper**, **monkey**, **rainy**, **friendly**. Use these in beginning to build a syllable chart on the chalkboard or on a large sheet of paper. A procedure such as the following may be used as the headings and examples are listed. Say, "How many syllables has each of these words? One of these is a compound word. Which one is it?" Have a child divide it into syllables. Then continue. "Which one is formed by adding **ing** to a root word? by adding **y** to a root word? by adding **ly** to a root word? by adding **er** to a root word?" Have each of these words divided into syllables. Ask, "Which word has like consonants between two vowels? Which word has unlike consonants between two vowels?" Have these words divided into syllables.

RECOGNIZING SYLLABLES MAKES READING EASIER

A compound word	boat/house
A root word and ing	try/ing
A root word and er	keep/er
A root word and y	rain/y
A root word and ly	friend/ly
A word with like consonants between vowels	squir/rel
A word with unlike consonants between vowels	mon/key

Seatwork Activity: Have each child make his own chart. Then present a list of words on the chalkboard. Explain to the children that they are to add these words to their own charts, using a line to divide the syllables as shown in the example.

blowing	needy	cleaning	playing	cloudy	kindly
nearer	sundown	lanterns	highway	fishing	sadly
raincoat	Jimmy	kitten	garden	snowy	slower

Word Structure (Review) — *We Can Read Magic and Make-believe*, Book Two, page 143.

Working with Words

Use a procedure similar to the one described in Lesson 47 to build the following grids:

cat	→	cot	→	cut
↓				
hat		hot		hut
↓				
bat		bot		but
↓				
rat		rot		rut

tap	→	tip	→	top
↓				
hap		hip		hop
↓				
clap		clip		clop
↓				
flap		flip		flop
↓				
slap		slip		slop

Recall with the children that a circle around a group of letters shows that the letters do not make a whole word.

Print on the chalkboard **hap**. Say to the children, "This is not a whole word but it is part of some longer word. What words begin with hap?" If children have difficulty supplying words such as **happy**, **happen**, sentence clues may be given to help them. Follow a similar procedure with **bot** (**bottom**, **bottle**).

EXTENDING THE LANGUAGE EXPERIENCE

Help children write with a point of view in mind. Encourage them to tell or write a story as the bird might tell it. An outline might be needed to help guide the story.

In the storm
The next morning
In the boathouse
Home again

"The Sea Gull" by Jane Coatsworth in May Hill Arbuthnot's anthology, *Time for Poetry*, could be read to the children.

After the children have completed pages 140 and 141 of *We Can Read Magic and Make-believe*, they will enjoy hearing the poem entitled "Boats" by Rowena Bastin Bennett. It concerns a steamboat, a sailboat and a speedboat. The poem may be found in G. N. Edwards' anthology, *Let's Enjoy Poetry* (J. M. Dent).

55: SUMMER AT THE LIGHTHOUSE

Big White Bird

(Poem)

Text Page 233

READING THE POEM

Have the children listen to the poem to find out what questions the bird is asked and what answers are given. After the poem has been read, help them to recall the questions and answers. Have the children open their books to page 233. Draw their attention to the way in which the lines begin in two different positions. Read the poem for them again. Have them watch to see why the lines begin in two different places. Two children might enjoy reading the poem to the rest of the group with one child reading the questions and the other child the answers.

As a follow-up activity the children might enjoy writing short question-and-answer type poems, similar in form to *Big White Bird*. For example:

Little brown mouse
Where do you run?
Out in the meadow
To play in the sun.

The poems may be written co-operatively or on an individual basis. Perhaps the poems could be illustrated and assembled into a booklet for independent reading.

56: SUMMER AT THE LIGHTHOUSE

The *Early Bird*

Text Pages 234-238

VOCABULARY

Words Introduced: trouble, fix, stood (good)

PREPARING FOR READING

Review the chart showing what each person at the lighthouse had to do. Add to the chart. Discuss ways that Mr. Greenfield might be helpful to the boats on the lake. Suggest that in this story the children will learn of another way Mr. Greenfield is helpful.

READING THE STORY

Guide the reading to bring out the fact that the *Early Bird* was in trouble, that Mr. Greenfield could not fix the motor, that the trouble led to an interesting experience for David and Peter, and that Jimmy was happy to have some friends to play with.

Rereading

A quick rereading may be necessary to answer questions such as the following:

1. How did Mr. Greenfield help the Browns?
2. Why did the Browns have to stay at the lighthouse?
3. Why do you think the boys liked the lighthouse?
4. How did Mr. King help?
5. In what ways were the Greenfields kind?
6. Why was it an exciting day for Jimmy?
7. How do you think he felt when the *Early Bird* left?

Discussion questions:

Where would you rather spend a summer — on the *Early Bird*, or at the lighthouse? Why?

TEACHING THE READING SKILLS

Drawing Conclusions — Seatwork Activity: Have the children complete the following pairs of sentences.

1. Mr. Greenfield thought the boat was in trouble because

 If he had not gone out to help _____
2. The little boat must have had a good motor because

 If the little boat had not been able to pull the *Early Bird* _____
3. The Browns had to stay overnight at the island because

 If Mr. King had not come the next day _____
4. The boys wanted to sleep in the lighthouse because

 If the Greenfields had not had room for them _____
5. Jimmy liked the two boys because _____
 If he had not liked them _____

Locating Information — *We Can Read Magic and Make-believe*, Book Two, pages 144-147.

Children may collect pictures of birds and enter them in their own bird books. Information about some of these birds can be found and printed in the book. Some children may need to dictate information and have the teacher enter it. Some children, who are better readers and are interested in birds, may enjoy Felice Holman's book, *Elisabeth and the Bird Watcher* (Collier-Macmillan), or Hanniford Rusk's book, *The Beginning Knowledge Book of Backyard Birds* (Collier-Macmillan).

Following Directions — Seatwork Activity:

1. Draw a sail boat. Put the name **Fly Away** on it. Colour it blue and red. Show a man on the boat.
2. Draw a big boat pulling a small one. Colour the one that is in trouble orange. Put some dark clouds in the sky.
3. Draw a tall lighthouse. Make a few birds flying around it. Put the word **dock** near the dock. Make some rough waves in the water.

4. Draw a lantern on a table. Show some light coming from the lantern. Colour the table brown.
5. Draw a birthday cake. Put words on the top. Put the word **Jimmy** on the side of the cake. Show how old you think Jimmy is.
6. Draw things that Jimmy could buy from Mr. King. Put the name of each thing under it.
7. Draw a gull and its nest. Show some eggs in the nest. Make the nest in a rocky place.

Using Phonics

Combination oo (good, too) – For children who need additional practice, follow a procedure similar to the one outlined in Lesson 42.

Seatwork Activity:

hook	shoot	fool	foot	spool	roots
wool	zoo	shook	pool	cool	toot

1. We saw elephants and tigers at the_____.
2. Do you think David will_____a bear?
3. We will try to_____Elizabeth by playing a trick on her.
4. Susan's grandmother said, "When the bear came near me I_____with fear."
5. Jill said, "I cannot find the red_____."
6. Jimmy knows he must pull the weeds out by their _____.
7. Andy stood with one foot in the swimming_____.
8. Put your hat on that_____.

Consonants d, g, j, s, v and w – Devise an activity in which the following attack words will be met in context:

dime (time), gown (down), jail (tail), vest (nest), seal (real), sink (think), weather (feather), waste (paste)

Phonic Elements – Seatwork Activity: The children are to read the words and list them in the appropriate column. The words in each column must rhyme.

1. sing	2. run	3. stop	4. sap	
5. did	6. big	7. red	8. night	
bed	wing	tap	spun	fight
jig	shop	rid	sting	map
top	right	crop	slid	shed
swing	snap	king	bright	lid
fed	rig	nun	trap	begun
hid	hop	fig	gun	wig

Using Word Structure

Er and est of Comparison – Show the children two pencils of different lengths and colours. Print on the chalkboard a sentence such as:

The red pencil is longer than the green one.

Have the sentence read, and the root word in **longer** underlined. Then show the children a third pencil, and print on the chalkboard a sentence such as:

The brown pencil is longest.

Have the sentence read and the root word **long** underlined. Explain to the children that **est** is used when more than two things are being compared. Ask two children of different heights to come to the front of the room and stand side by side. Ask, “Which girl is shorter?” Have a third girl stand beside them. “Which girl is shortest?” Print on the chalkboard:

Which girl is tallest?

Have a child answer.

Seatwork Activity:

Do what the sentences tell you to do.

1. Draw two chairs. Make one smaller. Colour the smaller chair red. Do not colour the other chair.
2. Draw three lamps. Draw a red shade on the smallest lamp.
3. Draw three lighthouses. Colour the highest lighthouse green.
4. If you had some wood, a mattress and some glass, which would be the softest? Draw the thing that would be the softest.

Er and est of Comparison — *We Can Read Magic and Make-believe*, Book Two, pages 148-149.

EXTENDING THE LANGUAGE EXPERIENCE

A letter-writing activity might develop out of this story. Children could discuss what Peter and David might say in thanking Jimmy for the visit to the lighthouse. Co-operative or individual letters might be written.

57: SUMMER AT THE LIGHTHOUSE

Home Again

Text Pages 239-242

PREPARING FOR READING

Discuss with the children how Jimmy would feel as summer ended. Would he want to stay longer at the lighthouse or would he want to go home?

READING THE STORY

Guide the reading of the story to bring out that Jimmy's father has to stay on, that Jimmy and his mother go home by train, that Jimmy sees how different his home is when he gets back, that Jimmy will think about the lighthouse a great deal.

Rereading

Rereading may be done silently or to answer orally questions such as:

1. Why did Jimmy and his mother have to leave the lighthouse?
2. Why did Mr. Greenfield stay on?
3. Why was Mrs. Greenfield glad to be home?
4. What made Jimmy content to be home again?
5. Why did Jimmy want to be a lighthouse keeper when he grew up?

TEACHING THE READING SKILLS

Finding Proof — Seatwork Activity: Write the first four words of the sentence that tells that:

1. Jimmy did not like leaving his father.
2. The lighthouse is closed in winter.
3. Jimmy liked staying at the lighthouse.
4. Mr. Greenfield wanted to get back to the lighthouse.
5. Bill wanted to help Jimmy and his mother.
6. The birds at home were not the same kind as at the island.

Drawing Conclusions — *We Can Read Magic and Make-believe*, Book Two, page 150.

Making Inferences — *We Can Read Magic and Make-believe*, Book Two, pages 151-152.

Using Phonics

Vowel Combinations ai and ay — To review the combinations ai and ay, use words such as the following: rain, tail, play, stay. Ask the children to read the words from the chalkboard, and tell what vowel sound they hear. Have each ai and ay underlined. Then help the children recall that when they meet a word containing ai or ay they should try the long a sound. The word said may be used to show that ai sometimes has a different sound. Print the following questions on the chalkboard. Have them answered orally.

What would you do if:

1. you saw a snail in a pail?
2. you wanted to play in the rain?
3. you saw a blue jay on a toy sail boat?
4. you got a stain on your coat?
5. it began to hail when you were on a hike?

Using Word Structure

Contractions — Print on the chalkboard:

Those birds aren't as big as the ones at the lighthouse.

Ask, "What two words could we use instead of the word aren't? How was the word aren't made from the words are not?" Print on the chalkboard:

He'll be lighting the lamp.

Ask, "What two words could we use instead of the word he'll?"

Seatwork Activity: To complete the following sentences the children should select the contraction that makes sense.

I'd, I've, hasn't, you'll, aren't, he'll, We'll

1. Bill Young said, "I guess _____ be going back home today. Are you going by car?"
2. Jimmy said, "Our house _____ a big light on top and its rooms _____ round."
3. When Jimmy grows up _____ be a lighthouse keeper.
4. Jimmy and his mother said, "_____ take a taxi home."
5. Jimmy's father said, "_____ still got work to do."

Syllables (review) – Follow a procedure similar to the one described in Lesson 54 to review the division of words into syllables. Use the words **longest** and **highest** to help the children note that **est** also adds an additional syllable.

The division of words into syllables is used, at this stage, as an aid in attacking unknown words. We should remember that some words may be divided into syllables in two ways according to printer's usage or to speech. For example: printer's usage – hard/er, farm/er, sand/y; speech – har/der, far/mer, san/dy. Either of these is acceptable for purposes of reading.

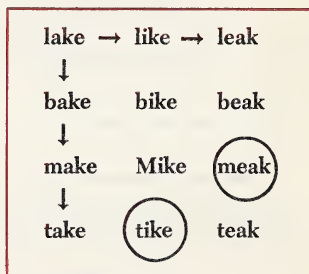
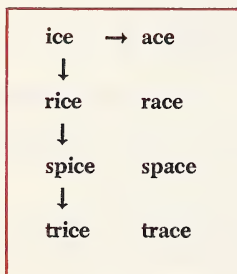
Seatwork Activity: Duplicate the following and explain to the children that they are to print the words under the appropriate headings and divide them into syllables.

1. A compound word					
2. A root word and ing					
3. A root word and er					
4. A root word and est					
5. A root word and y					
6. A root word and ly					
7. A word with like consonants between vowels					
8. A word with unlike consonants between vowels					
berries	sleepy	waiting	market	bunny	nearest
quickly	dinner	tonight	thinking	airy	keeper
classroom	wishing	garden	rabbit	cloudy	reader
needy	slowly	picture	Carlo	beside	poorest

Attacking Two-syllable Words — Print the following sentences on the chalkboard. If children have difficulty with the underlined words, question them as to where the word would be divided into syllables.

1. The eggs are in the basket.
2. The apples are in the carton.
3. I picked up the hammer.
4. Jill lost a button off her coat.
5. The batter hit the ball.

Working with Words — Follow a procedure similar to the one described in Lesson 47 to build the following grids. Discuss briefly the meaning of each word as it appears. Recall that a circle around a group of letters shows that these letters do not make a whole word.



EXTENDING THE LANGUAGE EXPERIENCE

Children may enjoy writing the story as Jimmy would write it next day. They may wish to dramatize a telephone conversation between Jimmy and one of his friends.

A sand table showing a lake, islands, lighthouse, etc., may be made. Labels should be used.

The children will enjoy the story, *Three Boys and a Lighthouse* by Nan H. Agle (S. J. R. Saunders). It is an easy-to-read adventure about three boys who spend the summer on a lighthouse with their father who is the lighthouse keeper.

Can You Read? Test Activities — *We Can Read Magic and Make-believe*, Book Two, page 153.

58: THE TRAIN

(Poem)

Text Page 243

READING THE POEM

Recall with the children that Jimmy and his mother returned home by train. Have the children tell the sounds that trains make. Some of these sounds may be listed on the chalkboard or on a large sheet of paper.

Then say to the children, "I'm going to read you a poem about a train. Listen to find out what sounds the train in this poem makes." Read the poem and then establish through questioning that the wheels make a "clackety-clack" sound. On the chalkboard, print the words:

clackety-clack

An interesting effect in choral reading might be created by using a procedure similar to the following. Have the children read or memorize the rhythm:

Clackety-clack! Clackety-clack!
Clackety, clackety,
Clackety-clack!

Let the children practise the rhythm softly, and increasing and decreasing in volume. When the rhythm has been established, have the children repeat it softly as the poem *The Train* is read. Let the children experiment with the rhythm as they adapt it to suit the words of the poem. For example, as the train slows down at the end of its journey in the last verse, the rhythm of "clackety-clack" might slow down accordingly. For additional effects, a solo voice might introduce the sound of the train's whistle as it blows in the night, or several children might make the "whish-h-h" sound of the air-brakes as the train comes to a stop.

59: ON WITH THE SHOW

At the Circus

Text Pages 244-247

VOCABULARY

Words Introduced: Judy, Bingo, clothes, fell (tell), clapped, galloped, Bobo, whistled, riders (ride), yourself

PREPARING FOR READING

On With the Show gives a behind-the-scene glimpse into a life which most children regard as glamorous. Through the reading and discussion some children will be able to grasp the understanding that circus performers and other entertainers are real people with their own hopes and fears; and that their success depends upon talent and training rather than magic or trickery. The story can arouse thinking at several levels. Children who are familiar with a circus may enjoy describing and illustrating their favourite circus acts. Murals, large drawings, or cut-outs can be made in advance of reading the story. The illustrations may be guided by a theme — “The circus performer I’d most like to be.” When the illustrations are completed, captions can be written for them. These captions will very likely contain new vocabulary such as **clothes, gallop, rider.**

Children may be asked to tell or write a story beginning: I would like to be a _____ because . . . Each child might be asked what he would have to do in order to become very good at performing. The generalization may be elicited that all these circus jobs take skill, training and hard work.

READING THE STORY

Introduce the title and sub-title of the story. Explain that it is about Judy, a girl who saw the circus just about every day. The whole story may be guided by the comment: Read the story to find out why she saw the circus so often. Find out how she felt about the circus, and what she hoped to do. If some children need a closer guiding of the story, devise an appropriate sequence of questions and comments.

After the first reading of the story discuss questions such as the following:

1. What do circus performers do between acts? Why is this necessary?

2. Which of the acts described do you think would be the funniest? the most difficult to perform? the hardest to take over if a performer got sick?
3. What had Judy learned to do that would be helpful to a performer? How do you think she fell without getting hurt?

Rereading

Rereading may be done page by page for a specific purpose such as finding the sentences that tell about things that are funny to see.

TEACHING THE READING SKILLS

Noting Detail — *We Can Read Magic and Make-believe*, Book Two, page 154.

Seeing Relationships — *We Can Read Magic and Make-believe*, Book Two, page 155.

Making Inferences — **Seatwork Activity:** Have the children decide who might have said each speech.

Mr. Peters	Judy	Bingo	Bobo
------------	------	-------	------

one of the people at the circus

1. Look at that little girl. She never takes her eyes off the clowns. I wonder who she is.
2. This hat is made so that I can see through it when it falls over my eyes.
3. I watch the clowns do their act nearly every afternoon.
4. You are a good little horse. You make everyone laugh. I couldn't get along without you.
5. Once we're in this car I don't want you to show your head.
6. I'm surprised to see six dogs come out of that car.
7. My mother and father are both good riders.
8. Our horses are keeping time to the band better than ever.
9. I wonder what Mr. Peters will say to his daughter.

Using Phonics

Vowels (Review) — For children who need additional practice with the long and short vowels, follow a similar procedure to that in Lesson 44 where vowel long u was taught and the other long or short vowels were reviewed.

Seatwork Activity: Duplicate the following. The children are to read each word at the top of the page, then place it in the appropriate box according to its vowel sound.

pond such drive clean wave	fast Bobo fog flute kind	real fed game bug soft	kite week tune swim visit	rode hope fix dock frog
cat	bed	big	box	but
ate	he	ride	no	use

Using Word Structure

Doubling the Final Consonant and Adding an Ending — For children who need additional practice with this skill follow a procedure similar to one described in Lesson 49.

Have the following words read and the root word for each underlined: swimmers, furry, cleaning, walked, taller, dropped, swimming, fixing, clapping, cleaner, flying, wanted, bigger, planting, sunny.

Doubling the Final Consonant and Adding an Ending — *We Can Read Magic and Make-believe*, Book Two, pages 156-157.

Changing y to i before Adding the Endings es and ed — Print on the chalkboard the word **worked**. Ask a child to underline the root word. Ask, “What ending was added to the root word?” Print on the chalkboard sentences similar to the following and have them read.

1. If you are late for school, you should hurry.
2. Because I was afraid of being late, I hurried to school.

Draw a line under **hurry**. Say, “What word in sentence two comes from **hurry**? Look at the word **hurried**.” Underline the **ed**. “The **ed** has also been added to this word, but another change has been made. What letter takes the place of **y**?” Print on the chalkboard **marry**, **married**. “When the word **marry** is changed into **married**, what letter takes the place of **y**? What ending has been added? What should we do to a word that ends in **y** before adding **ed**?”

Say, “You know how to change **hurry** to get **hurried**? Watch to see how I change **hurry** this time.” Print on the chalkboard:

Jack hurries home from school to feed his rabbit.

Ask, “How was **hurry** changed into **hurries**?” Follow a similar procedure with the words **marry**, **marries**. Ask, “What should we do to a word that ends with **y** before adding **es**?”

Seatwork Activity:

1. Mrs. Brown _____ on her new hat.
2. Our baby _____ because she was hungry.
3. Jill _____ the gift to Susan’s house.
4. Three little _____ were eating carrots.
5. Miss Long read two _____ to the children.
6. Peter bought a box of _____ for dinner.

cries
cried
story

tried
strawberries
bunnies

stories
carried
bunny

EXTENDING THE LANGUAGE EXPERIENCE

Children might enjoy referring to the pictures they have drawn of circus performers. They may prepare what the announcer might say about their act. Some will need help getting started. They might use beginnings such as: "Ladies and gentlemen, the next act is . . ." They would complete this while holding up or pointing to their picture. Encourage them to use extravagant words in describing their acts.

The children would enjoy hearing Olive Beaupre Miller's poem, "The Circus Parade", from *Time for Poetry* by May Hill Arbuthnot (W. J. Gage). Eleanor Farjeon's poem, "Circus", is found in the anthology *Sung Under the Silver Umbrella* (Collier-Macmillan).

60: ON WITH THE SHOW

Judy's Big Day

Text Pages 248-252

VOCABULARY

Words Introduced: might (night), mouth, bow (cow)

PREPARATION FOR READING

Very little introduction will be needed for this story. Some recall of information about Judy and her ambitions might be helpful.

READING THE STORY

The purpose set for reading the story might be simply to find out why this was Judy's Big Day. The silent reading may be guided by a chalkboard or duplicated set of questions.

- | | |
|----------|---|
| Page 248 | Why was Bobo sad? Why could his friends not help him? Why did he not want to let Judy help? |
| Page 249 | Why was Judy sure she could help? How did she get ready for the act? |
| Page 250 | Why did she laugh at herself? Was she a success? How do you know? |
| Page 251 | Why was Mr. Peters worried? |
| Page 252 | How do you know that Judy was really good? How did her parents know that the little clown was Judy? Do you think they were cross at her for acting without telling them? Why do you think so? |


Rereading

Some rereading will be done in answering the questions used to guide the silent reading. Further rereading of the conversations in the story may be used to stimulate thinking about how the characters felt as events in the story took place.

TEACHING THE READING SKILLS

Drawing Conclusions — *We Can Read Magic and Make-believe*, Book Two, page 158.

Noting Detail – Seatwork Activity: Have the children mark each sentence true or false. Where a sentence is false, have them correct it by making changes.

- 
- _____ 1. Bobo was happy to hear that Bingo was sick.
 - _____ 2. Bobo didn't know what to do.
 - _____ 3. Bobo's friends were too small for Bingo's clothes.
 - _____ 4. Judy was afraid to do Bingo's act.
 - _____ 5. Judy asked Bingo if she might try.
 - _____ 6. Bobo helped Judy with her make-up.
 - _____ 7. He put a little blue mouth on her face.
 - _____ 8. Judy thought she looked funny.
 - _____ 9. The people watched Judy's act but they didn't laugh.
 - _____ 10. Mr. and Mrs. Peters didn't know the little clown at first.
 - _____ 11. Mr. Peters didn't know that Bingo was sick.
 - _____ 12. Judy was glad she had done the show.

Making Inferences – *We Can Read Magic and Make-believe*, Book Two, page 159.

After the children have completed the activity, have each paragraph read. As an oral activity have the children decide who might speak next in each paragraph and what that person might say.

Using Phonics

Combinations ou, ow, ew, and oo – Print on coloured pieces of construction paper the words **cow, snow, out, too, good**. Place these word cards on the chalkboard ledge. Print on white cards other words with these same vowel sounds: **around, kangaroo, own, blew, stock, cloud, grown, know, food, room, stew, cook, mouth, grew, flower, hoot, blow, and hood**. Place these white cards face down in a pile. Have the children take turns taking a card

from the pile, reading the word and placing it beside the coloured card on which there is a word with the same vowel sound.

Have the children find the correct endings.

1. The snow fell down until the grass
 2. We bought a new cow when we
 3. The room soon got hot
 4. We heard an owl hoot when
- _____we were out in the woods last night.
_____after we put wood on the fire.
_____needed more milk.
_____was all covered.

Consonant Combinations ch, sh, th, and wh – Seatwork Activity:

chew	shoot	shore	thick
chimes	ship	cherries	whip
thaw	choice	chained	thistles

1. We like to hear the_____ring.
2. Heat from the sun will_____the ice.
3. David said, "You may have first_____."
4. The elephant was_____to a post.
5. You should_____your food well.
6. It is time to ship the sweet_____to the market.
7. Jimmy saw a shell on the_____by the sea.
8. Some_____grew in the wheat field.
9. Some rope is thin and some is_____.
10. The man did not use the_____on the horse.

Phonic Elements – Print phrases on the chalkboard. Have the children read each phrase, underline the rhyming word and supply other words that rhyme.

found a round stone
as bright as a light

rent a tent
bought a brown gown downtown
I thought I brought my hat

Then have the children make up rhymes, choosing pairs of words from the following: look, lent, near, tent, eat, car, sleep, gown, cook, meat, town, brought, brown, hear, frown, thought, bent, clown, bought, clear, star, far, heat, ought.

Using Word Structure

Attacking Two-syllable Words — Have children divide the following words into syllables and then use the words to complete the sentences.

- | | |
|---------|-------------------------------------|
| batter | 1. I hit a nail with the_____. |
| pillow | 2. The eggs are in the_____. |
| hammer | 3. The_____hit the ball. |
| fifteen | 4. I lost a_____off my coat. |
| basket | 5. My dress is made of_____. |
| button | 6. Put the soft_____on the bed. |
| cotton | 7. Peter saw_____cows in the field. |

Er and est of Comparison — *We Can Read Magic and Make-believe*, Book Two, pages 160-161.

Working with Words — Follow the usual procedure to develop the grids shown.

while	→	whale
↓		
pile		pale
↓		
tile		tale

ice	→	ace
↓		
rice		race
↓		
spice		space

bat	→	boat	→	beat
↓				
mat		moat		meat

lake	→	like
↓		
nake		Mike
↓		
bake		bike

EXTENDING THE LANGUAGE SKILLS

With a few simple props children may be able to pantomime different circus acts — tight rope walker, lion trainer, rider, clown, bandsman, etc. They should be encouraged to tell how they think the performer might feel as he does this act.

Some children may be able to write additional stories about the circus, using some of the characters they have come to know: *Bingo Saves the Circus*, *Judy Learns a New Act*, *The Lion Trainer's Surprise*, *Judy Leads the Parade*.

The film *Circus Animals* (Academy) is one that the children will enjoy. The film begins with the arrival of the circus train. The elephants, ponies and show horses are unloaded. The animals are fed, watered, cleaned, rehearsed and dressed in readiness for the performance.

Marjorie Flack's story, "Wait for William", tells about a little boy who became part of a circus parade. The story may be found in *Good Times Together*, one of the Through Golden Windows Series (Ambassador). *If I Ran the Circus* by Dr. Seuss (Random House) is a delightful nonsense poem about a circus. *The Circus Baby* by M. Petersham (Collier-Macmillan) is a story about a baby elephant that is trying to be a circus clown.

61: BAREBACK RIDER

(Poem)

Text Page 253

READING THE POEM

Relate the poem to the discussion of circus performers. Have children listen to see how this performer feels as she does her act. How does the pony feel?

EXTENDING THE LANGUAGE EXPERIENCE

The children may enjoy hearing again the poems about the circus by Eleanor Farjeon and Olive Beaupre Miller.

Children have considerable vocabulary that may be used in colourful comparisons. A number of new words may be added to their vocabulary in discussion of comparisons. On the chalkboard develop some of these:

1. The rider was as pretty as_____.
2. Bobo's nose was as red as_____.
3. The horse's coat was as shiny as_____.
4. The clown was as tall as_____.
5. The circus people were as busy as_____.
6. The make-up made Judy look as funny as_____.
7. The pony was as frisky as_____.

62: MRS. IMPOSSIBLE

(Poem)

Text Pages 254-258

VOCABULARY

Words Introduced: impossible, tickled, kerchoo, rocket, pop (stop)

READING THE POEM

Children will enjoy hearing, reading and rereading *Mrs. Impossible*. Its imaginative flights, its rhythm and its repetition should prove appealing. A first reading to the children may be followed by an art activity in which they draw a picture of Mrs. Impossible in one of her hats before they examine the pictures in the book. Phrases from the poem might be printed on cardboard or chalkboard to remind them of details. Later readings should be done from the reader.

TEACHING THE READING SKILLS

Recognizing and Understanding Words — Print the following on the chalkboard in two columns:

A. beautiful, soft, ugly, spotted, glass, great, grey, big,
rough, little, friendly, round, long, orange, dark, small,
black, old, pretty, impossible

B. fur, dragon, shoe, rocket, river, train, cloud, leaves, hat

The children are to select words from column A that might be used to describe each word in column B. Remind the children that sometimes two words from column A can be used to describe a word in column B and that a word may be used more than once. For example: beautiful glass shoe. Help them notice how words can be put together to make interesting word pictures.

Following Directions — *We Can Read Magic and Make-believe*, Book Two, pages 162-163.

Using Phonics

Final Consonant Combinations ck, ch, th, and sh — Print on the chalkboard the words brick, dock, black. Ask the children how these words are alike. Underline the ck. Then print the word log and have it read. Say, "I am

going to make a new word." Substitute **ck** for **g** in **log**. Ask, "What is the new word?" Have **lock** used in a sentence.

Proceed in a similar manner to review final **ch**, **th**, and **sh**. Words such as **bath** (**bad**), **tooth** (**too**), **cash** (**cat**), **catch** (**cat**) may be used.

Vowels (long) — Use words such as **game**, **drive**, **Pete**, **use**, and **hope** to review the generalization that when there is an **e** at the end of a word, the vowel coming before the **e** is likely long and the final **e** is silent.

Seatwork Activity: Explain to the children that the sentences are to be completed by a word containing a long vowel sound.

band	cub	mule	dog	Pete
cones	Fred	kid	wide	long
help	cube	pet	amuse	save

1. David put an ice_____in the water.
2. Betty found some pine_____in the wood.
3. _____Black had trouble with his motorboat.
4. It was impossible for the_____to walk faster.
5. How_____is the river?
6. Ted tried to_____the little pup.
7. Annabel will_____the baby with a funny song.

Using Word Structure

Syllables (consonant plus le) — Print on the chalkboard **able**. Say, "When you say this word, how many syllables do you hear? Watch while I draw a line between the two syllables." Proceed in a similar manner with **table**, **maple**, **apple**. Explain that in a word ending with **le**, usually another consonant remains with the **le** in the last syllable. Use words such as the following to provide additional practice: **people**, **trouble**, **whistle**.

Print on the chalkboard words such as **shutting**, **sorry**, **trouble**, **bowing**, **softly**, **buzzer**, **somehow**, **rainy**, **circus**, **fairest**, **friendly**. Refer to the syllable chart made in Lesson 57. Add the new heading: **A word that ends with le**. Say to the children, "Look at the chart. What is the first heading? Find a word that belongs with this heading. Divide the word into syllables." Continue in a similar manner with each heading on the chart.

Alphabetical Sequence — Seatwork Activity:

1. Fill in the missing letters.

a _ c d _ f _ h _ j _ l _ n _ p _ r s _ u _ w _ y _

2. Print the letter that comes after the letter or letters below.

ab _	l _	pq _	ij _
f _	vw _	tu _	o _
mn _	gh _	k _	cd _
rs _	e _	t _	xy _

3. Print the letter that comes before the letter or letters below.

_ bc	_ i	_ no	_ j
_ fg	_ z	_ wx	_ de
_ st	_ q	_ hi	_ pq
_ kl	_ u	_ uv	_ mn

EXTENDING THE LANGUAGE EXPERIENCE

Children may enjoy dramatizing a scene in which Mrs. Impossible discusses hats with the clerk in the hat shop.

They may also enjoy making up their own verses about Mrs. Impossible's other hats. They may think up things she might have on top of her hats — a vacuum cleaner, an octopus, a piano etc.

63: THE PICNIC

Text Pages 259-264

VOCABULARY

Words Introduced: picnic, Tommy, park (bark), ground (round), replied, air (fair), corn

PREPARING FOR READING

To enjoy the story some children may need to discuss picnics. The word **picnic** can be printed on the chalkboard and some questions asked about picnics. Where do you go for picnics? When do you have them? Where do you sit when you eat? What do you eat? What games do you play? If difficulty with vocabulary is anticipated, phrases such as **on the ground, in the park, hot-dogs and popcorn** may be elicited and presented on the chalkboard.

The children may be prepared to read about a real picnic and should be allowed to discover for themselves how whimsical this story is. It is well to remember that what is funny to one child does not amuse another. It is desirable to provide a variety of amusing stories but impossible to explain the point of a joke to children who fail to see it. Stories of this type do not lend themselves to extensive discussion.

READING THE STORY

A guiding comment such as the following might be used. "A lot of things about the picnic tickled Tommy Tickle. Read the story and be ready to tell what tickles you most." Some children may need additional guidance through a series of questions and comments.

Rereading

Parts pupils enjoyed the most should be reread. Pupils should be reminded to go over parts they intend to read and ask for help with pronunciations before reading to the audience.

TEACHING THE READING SKILLS

Observing Sequence — *We Can Read Magic and Make-believe*, Book Two, page 164.

Following Directions — Seatwork Activity:

1. Draw an impossible car with wheels like apples and a door like a gate. Show a puff of smoke coming out the back.
2. Draw an impossible picnic box on the ground. Show what came out of it — a purple birthday cake, some blue pop, some yellow bread, two green pumpkins and a red banana.
3. Draw a dragon and a tiger picking flowers at a picnic. Make the dragon's flowers red and the tiger's flowers orange.

Recognizing and Understanding Words — *We Can Read Magic and Make-believe*, Book Two, page 165.

Seeing Relationships — Seatwork Activity:

1. The rocket was on the back of the funny car because _____.
2. The man and woman left the box because _____.
3. Tommy wanted to see the pets do tricks because _____.
4. Tommy shut his eyes when the pets did the third trick because _____.
5. The dragon sat on the ground and the others climbed up because _____.
6. The dragon could pop corn because _____.
7. The old car looked funny because _____.
8. The car came back to the park because _____.

Using Phonics

Phonic Elements — Print on the chalkboard **found**, **round**, **ground**. Say, "In what two ways are these words alike? Underline the part which makes

them alike." Give a purpose for the silent reading of each of the following sentences:

"Did you hear that funny sound?" said Jack.

Kay bought one pound of sugar at Mr. Brown's store.

Have the children identify words that rhyme with **found**.

For children who need additional practice with the following phonic elements, use a procedure similar to the one outlined in Lesson 41: **coat, boat; not, spot; out, shout; cow, how; snow, show.**

Phonic Elements — *We Can Read Magic and Make-believe*, Book Two, page 166.

Vowel Generalizations — Review with the children the generalization that when a word has only one vowel, try the short sound first. Print on the chalkboard **cat, and, fast, has, bad**. Ask, "What vowel sound do you see in these words? What kind of vowel sound is it?" Have a child mark the vowel in each word short. Continue in a similar manner with each short vowel using words such as **sell, fed, nest; fix, Bill, it; pop, on, pond; up, but, must**. Ask, "What kind of vowel sound should we try first if a word has only one vowel? Where do we find the short vowel in these words?" Say, "Let us look at some other words that have one vowel."

Print on the chalkboard:

we	I	go
me		no
he		
she		

Ask, "What vowel sound do you hear in the first column of words? in the second? in the third? What kind of vowel do you hear in all of these words? How many vowels are found in each of these words? When there is only one vowel and it is at the end of the word, which of its sounds does it often have?"

Use the words **goat, meat and die** to recall with the children the generalization that when two vowels come together, the first vowel is often long and the second silent. Have the children mark the first vowel long (**goat**).

Print on the chalkboard **rain, friend, pea, say, said, queen, bread, pie**. Have the children mark the long vowel sounds and note the words that do not fit the generalization.

Review the generalization that when there is an e at the end of a word, the vowel coming before the e will likely be long. Remind the children that they should try the long sound first. Print on the chalkboard the words **able, ice, stone, use, Pete**. Ask, "In all these words how many vowels do you see? How many vowels do you hear? Which vowel is silent? Does the other vowel have the long or short sound?" Give additional practice using words that follow the generalization and also ones that are exceptions.

Using Word Structure

Prefixes un and re — Print on the chalkboard the sentences:

Jimmy's hand was hurt when the motor caught fire.

Jimmy's hand was not hurt when the motor caught fire.

Ask, "What word could be used in place of the words **not hurt**? Erase the words **not hurt** and print **unhurt**. Recall that when **un** is put in front of a word, it sometimes means **not**. Illustrate using such words as **uncut, undid, unhappy**.

Print on the chalkboard the sentences:

I like to read stories.

If I like a story very much, I read it again.

If I like a story very much, I reread it.

Have the sentences read. Underline the words **read again** in the second sentence. Have the children find a word in the third sentence that means **read again**.

Syllables un, re, and a — Have the children listen to the words **hurt, unhurt, tell, retell, cross, across** to find out how many syllables they hear in each word. Have the children note that the addition of the prefix adds another syllable to the word.

Have the children read the following words and tell how many syllables they hear in each word: **remake, retell, undo, away, remade, replace, read, untold, repay, red, real, asleep**.

EXTENDING THE LANGUAGE EXPERIENCE

Help the children think of a number of words they can use in story writing to take the place of the word **replied**. They may begin with the sentence: "Thank you," replied the boy. Ask them to use a word to complete the sentence, "Thank you," _____ the dragon. They may suggest **roared**,

puffed, shouted. Continue to develop expressions such as: squeaked the mouse, sang the robin, whimpered the sleepy girl, mewed the kitten, roared the tiger, grunted the pig, grumbled the hungry bear.

Some children may like to draw or write about the things they see that other people never see. If help is needed to get them started, it might be suggested that they pretend they go for a walk one morning very early and see something most unusual. This type of project should be elective. Not all children possess the kind of imagination necessary and it cannot be forced.

The children in the story *The Picnic* had very unusual pets. The poem "The Animal Store" by Rachel Field describes the kinds of pets many boys and girls own or would like to own. The poem may be found in *Poems for Boys and Girls*, Book One, by Grace Morgan (Copp Clark). The story *Dinny and Danny* by Louis Slobodkin (Macmillan) is an amusing tale about a pet dinosaur.

64: THE PET FOR ME

(Poem)

Text Page 265

READING THE POEM

This poem follows the whimsical idea of impossible pets. It should be read to the children. Then they should follow the poem in the reader. Some may like to speculate on what might happen to the boy who has a dragon for a pet. Children who have difficulty with language may be helped by completing a sentence pattern such as "If a boy had a dragon for a pet_____."

65: AN INTERESTING VISIT

Text Pages 266-272

VOCABULARY

Words Introduced: interesting, Betsy, squeaky, ghost, follow, sorry, arm-chair, forgot, hide-and-seek, between

PREPARING FOR READING

The story should be presented in a way that will lead children to appreciate its subtle humour. They should be carried away imaginatively while reading it. For most children there should be a minimum of questioning associated with the first reading. "Some of you have long names that are hard to say or spell, but imagine being called Elizabeth Annabel Susan Morningstar." Print the name on the chalkboard. "Try saying it as her mother would when she called her for dinner. Even her mother got tired of saying all her names, so she shortened it to Betsy." Print the word **Betsy** on the chalkboard. "Now Betsy had an unusual experience. It took place the day she had **An Interesting Visit**." (Print the title on the chalkboard.)

READING THE STORY

Print on the chalkboard the directions to guide the silent reading of the story. Have them read.

Read the story to find out:

1. where Betsy visited.
2. whom she met.
3. what they played.
4. why the new friend disappeared.

Rereading

Rereading may be done to answer questions such as these:

Where did Betsy meet the ghost?

What do you call a shop like her grandfather's?

What games did they play?

In which games did the ghost have the best chance of winning? Why?

In which games was the ghost at a disadvantage? Why?

Why did the ghost leave when he did?

Discussion questions:

Why was this shop a likely place to meet a ghost?

When did the ghost appear? Why?

Why do you think Betsy didn't tell her grandfather about the ghost?

Do you think the ghost is likely to return to the shop?

Why do you think so?

What seemed to be the funniest part of the story to you?

TEACHING THE READING SKILLS

Recalling Events — *We Can Read Magic and Make-believe*, Book Two, page 167.

Noting Detail — Seatwork Activity: Have the children enter the day of the week for each item.

BETSY'S DIARY

_____ No school today! I went to visit my grandfather. We went to the shop for a few minutes. The shop wasn't open for people to buy things. It is the one day of the week grandfather gets a rest.

_____ Today was such a busy day I had to help Grandfather in the shop after school. Two teachers from our school came in about five o'clock. One of them bought a little silver tray. She said that she was glad it was the end of the week because she wanted to visit some friends out of town.

_____ Grandfather bought some interesting things today from old Mrs. Armor. She is selling her big house on Park Street. She brought in a very old lantern and some chairs. Her black cat came in the store with her. Grandfather said it was a good way to start the week.

_____ Today I came to the shop. I came before I went to school. In the morning I dusted for grandfather. In the afternoon I came back to the shop for a while after four to help sell things. Tomorrow is Wednesday and the store will be open only till noon.

_____ Grandfather met me at the library at noon today. We had time for a walk. Grandfather hurried back to work. I went back to school. Tomorrow is the last day of school for another week.

Finding the Main Idea — *We Can Read Magic and Make-believe*, Book Two, pages 168-169.

Print on cards the names of different kinds of shops. For example: Hardware, Drug, Fruit, Bake, Pets. Give a child one of the cards. After he has read the card to himself, he must tell the others in his group three things that he sells in his shop. The other children must guess what kind of shop he has.

Using Phonics

Consonant Combinations sc and tw — Print on the chalkboard:

Can a ghost scare you?

Say, "What word in this sentence begins like the word **scold**?" Underline the **sc**. Say, "I am going to say some other words. Put up your hand each time you hear a word that begins like **scare**." Remind the children that they must hear the sound of **sc** each time. Then say words such as **scat**, **smooth**, **cave**, **scout**, **slip**, **score**, **scooter**, **scamper**, **scale**, **scold**.

Proceed in a similar manner to teach **tw**. A sentence such as the following may be used:

Mr. Green has twenty cows.

Such words as **twin**, **tin**, **twice**, **tweet**, **stood**, **tweezers**, **twinkle**, **tinkle**, **twist** may be used to have the children pick out those that begin like **twenty**.

Seatwork Activity:

1. Jack and his friends went to _____ camp.
scold scout scat score
2. The children went swimming _____ in one day.
two twin twice twenty
3. People say spring must be here when we see children
_____.
skip sky skin skill
4. Bill picked up the little _____.
snow snake sniff snore
5. The funny story made Jill _____.
cried small smile Smith
6. We put a _____ on the letter.
storm stone store stamp

7. How did Susan happen to _____ the milk?
 spill spoon space spark
8. Dan ate the _____ cherries.
 swift sweet swing swim
9. The big bird in the water said, " _____."
 Quick Quack Queen Quill

Consonant Combinations — *We Can Read Magic and Make-believe*, Book Two, page 170.

Combination or — Print on the chalkboard:

Bill was sorry he forgot to feed the horses this morning.

After the sentence has been read orally, say to the children, "Four words in this sentence contain the same sound. What are they? What two letters make this sound?" Have a child underline the **or** in each of the four words.

Seatwork Activity: Print on the chalkboard the sentence:

Peter saw some dogs doing tricks for the clown.

Say to the children, "You are not told in this sentence where Peter is, but after reading it you can tell where he might be." After the children have read the sentence, ask, "Where do you think Peter is?"

The children are to read each sentence, write down the number of the sentence, and indicate whether the sentence refers to the beach, the farm, or the circus.

 circus farm beach

1. David and Jack were using sand to make a fort.
2. Each day Bill went to the field to pick corn.
3. When the storm began the waves got higher and higher.
4. Dan saw some baby pigs that had just been born.
5. Andy Bell watched the man do tricks on the tight-rope.
6. Peter caught some fish for dinner.
7. "Good pork comes from good pigs," said Mrs. Smith.
8. Fred tore his coat in the boathouse.
9. The little monkey rode around the ring on a horse.

Vowel a before l, w, and u — For children who need additional practice, follow a procedure similar to that in Lesson 53.

Using Word Structure

Doubling the Final Consonant and Adding an Ending — Follow a procedure similar to that described in Lesson 49. Words such as the following may be used: putting, sitting, daddy, stopping, spinning, shopping, swimmer, popper, popped.

Changing y to i before Adding es and ed — **Seatwork Activity:** The children are to number the words in the second and third columns to match the root words in the first. Have the children recall how the root words were changed to make the words used in the second column and in the third column.

- | | | |
|----------|--------------|--------------|
| 1. hurry | _____cries | _____married |
| 2. carry | _____bunnies | _____cried |
| 3. try | _____marries | _____hurried |
| 4. marry | _____stories | _____tried |
| 5. story | _____hurries | _____carried |
| 6. cry | _____carries | |
| 7. bunny | _____tries | |

EXTENDING THE LANGUAGE EXPERIENCE

Enrichment depends upon the abilities of the children. Several suggestions are given in the hope that they will provide ideas to stimulate the imaginative child.

A choice of activities may be given.

1. Write a conversation you might have with a ghost.
2. Imagine that Betsy met the ghost again and invent a new game which they could both enjoy. (Two children may work it out together in the form of a conversation and present it orally.)
3. Make a list of interesting places in the classroom in which a ghost could hide, but you could not.
4. Divide a sheet into two columns. Print **Ghost** at the top of one column and **Boy** or **Girl** at the top of the other. List in column 1 the games a ghost might win and in column 2 the games a boy or girl might win.

5. Write a ghost story. If you need help in thinking up ideas for your story you may use one of these:

The Ghost that Couldn't Frighten People
The Smallest Ghost in Ghost School
The Ghost that Always Hummed
The Ghost that Keeps my Room Untidy
The Ghost in the China Shop

The children will enjoy the series of stories by Robert Bright, *Georgie to the Rescue*, and *Georgie's Hallowe'en* (Doubleday), telling of the adventures of a friendly ghost.

66: THE GOBLIN

(Poem)

Text Page 273

READING THE POEM

Have the children listen to the poem to hear all the sounds the goblin makes. They may discuss whether or not they have heard these sounds in their houses. Ask what a goblin might look like. Ask if they think anyone has ever seen one? Have the children follow the poem as you read it to them. Have them look at the picture for proof that the goblin is frightening.

The poem may be arranged for choral speaking. The lines expressing the sounds may be assigned to different voices. An accompaniment of sound effects may be worked out. Some children may enjoy drawing pictures showing how they think a goblin might look. A discussion might be guided by the question "Would you rather have a goblin or a squeaky ghost living in your house?"

The children might enjoy other poems about goblins. In *Time for Poetry*, an anthology by May Hill Arbuthnot, may be found Monica Shannon's poem "How to Tell Goblins from Elves", and "A Goblinade" by Florence Page Jacques.

67: TEDDY TAKES A TRIP

Text Pages 274-280

VOCABULARY

Words Introduced: Teddy, sound (round), space-ship, land (and), minutes, wear, count, blast, numbers, bang, hard

PREPARING FOR READING

Print the beginning of a story on the chalkboard and have it read. Assist children in using word attack skills to get new words.

Teddy has a dog. He takes his dog for a walk every morning before school. The dog wags his tail when Teddy comes downstairs. He watches as Teddy eats breakfast. He looks up at the clock. If Teddy is a minute late, his dog gives a little bark. The dog knows the numbers on the face of the clock.

One day Teddy was very late coming down for breakfast . . .

Have the children tell or write what they think happened.

READING THE STORY

After some discussion of the pupils' stories, present *Teddy Takes a Trip* as another story about Teddy. Let the children speculate a little about where the trip might take him. Guide the reading of the story with a series of questions to bring out the following:

Teddy was curious about things and liked adventures.

Teddy's dog didn't like the idea of the space-ship at any point.

The monkey's difficulty in counting backwards caused him a lot of trouble.

Rereading

Have the story reread to find proof.

Page 274 This was the first time Teddy and his dog had seen a space-ship that wasn't in a picture or on television.

Page 275 The space-ship was funny in two different ways.
Teddy didn't want to be late for school.

Page 276 The controls were near the top of the space-ship.

- Page 277 The monkey didn't know his numbers.
Page 278 The dog would rather have stayed on the ground.
Page 279 The monkey kept his promise.
Page 280 The space-ship travelled very high.

Oral rereading of conversations in which the dog takes part might be interesting. Children should try to growl in a way that would indicate the dog's feelings.

TEACHING THE READING SKILLS

Seeing Relationships — Seatwork Activity: Have children match the phrases in column one with the words they describe.

- | | |
|----------------------------|-----------------|
| 1. a round black | _____space-ship |
| 2. a buzzing | _____dog |
| 3. round and fat and green | _____light |
| 4. a big furry | _____spot |
| 5. a funny pink | _____sky |
| 6. a round, clear | _____sound |
| 7. a yellow | _____ground |
| 8. a cloudy blue | _____monkey |
| 9. on the grassy | _____trip |
| 10. a ten-minute | _____space hat |

Recognizing and Understanding Words — *We Can Read Magic and Make-believe*, Book Two, page 171.

Noting Detail — Seatwork Activity: Have the children rewrite the following sentences to make them true. More than one word will have to be changed. Then have them find words that are opposite in meaning to those listed.

1. Teddy took his cat for a walk every afternoon after school.
 2. Teddy saw a sound away down in the hole.
 3. The car was round and thin and pink. It looked like a great little carrot.

4. The space-dog asked Teddy if he would like to go for a walk.
5. When the monkey wanted his space-ship to go, he pulled a big bell and he moved a little ball.
6. The boy had trouble counting up from seven.
7. The space-ship landed on the sky in the river.
8. The dog liked to ride in the space-ship but the boy didn't.

Recognizing and Understanding Words – Seatwork Activity: Find words in the story that are opposite in meaning.

night	_____	under	_____
down	_____	closed	_____
smaller	_____	downstairs	_____
good-bye	_____	many	_____
on	_____	early	_____
yes	_____	told	_____

Drawing Conclusions — *We Can Read Magic and Make-believe*, Book Two, pages 172-173.

Using Phonics

Consonant z — Proceed in a manner similar to that described in Lesson 41 for substitution of consonants. Words such as the following may be used: **zoom (room)**, **zip (trip)**, **zig-zag (big, bag)**, **buzz (but)**. Say, “Now I will say some more words. Some of them have the sound we hear at the end of **buzz**. Clap if you hear the **z** sound.” Say the words **is**, **as**, **at**, **eggs**, **Miss**, **these**, **cookies**, **this**. Print on the chalkboard **is**. Ask, “What letter in **is** gives the **z** sound?” Continue with **eggs**, **these**, etc. Then explain that sometimes the letter **s** has the **z** sound.

Combinations oi and oy — Print on the chalkboard **boy**, **toy**. Ask the children to tell two ways in which these words are alike. Underline **oy** and explain that **oy** usually has the sound we hear at the end of **boy**. Say, “Can you read these new words?” Print on the chalkboard **Roy**, **joy**.

Print on the chalkboard: **Tommy has a soft voice**. Ask, “Which word in this sentence has the sound we hear at the end of **boy**?” Underline the **oi** and explain that **oi** and **oy** have the same sound. The following sentences may be used to provide additional practice.

1. Roy is a new boy in our room.
2. Mr. Brown put some oil in the car.
3. The car horn made a loud noise.
4. We want to boil the water.
5. We plant the seeds in good soil.

Combinations – Print on the chalkboard sets of words such as far, lark, yard; for, cord, fork; bird, third, skirt; fern, her, mother; curl, turn, hurt; boot, fool, tooth; foot, wood, cook. Have the children make up sentences. In each sentence they should use two words from a group.

Vowels (long and short) – *We Can Read Magic and Make-believe*, Book Two, page 174.

Phonic Elements – The children are to complete the following, using words which rhyme with those in the brackets:

1. After I _____ my clock last night, I dropped it on the floor. (found)
2. Jill will _____ the eggs before she puts them in the cake. (eat)
3. David was running so fast that he went _____ the gate. (fast)
4. Andy wants to sit in the grand _____ to see the show. (and)
5. The clown put a red _____ on his head. (big)
6. The car _____ on the wet road. (did)

Using Word Structure

Contractions – Follow a procedure similar to the one in Lesson 48 to teach wouldn't, couldn't. Have the children read the following and place the correct number beside each ending:

- | | |
|---------------------------|-----------------------------|
| 1. Teddy hadn't heard | _____ take long. |
| 2. A little ride wouldn't | _____ like riding in space. |
| 3. The monkey couldn't | _____ the space-ship. |

4. "Don't go too far," _____late for school.
5. Teddy's dog didn't _____the buzzing sound before.
6. Teddy said that he'd like to _____said Teddy.
7. Teddy thought driving a space- _____count down from ten.
ship wasn't
8. After a while Teddy couldn't _____hard at all.
see
9. Teddy wasn't _____drive the space-ship.

EXTENDING THE LANGUAGE EXPERIENCE

Children may enjoy illustrating the story in cartoon style with "balloons" for speeches. They may wish to illustrate another adventure of Teddy and his dog. Titles such as *Teddy Takes a Swim*, *Teddy Takes a Taxi*, *Teddy Takes a Long Walk* may suggest a story line to some children. The better cartoons can be assembled into a *Comic Book of Teddy Stories*. Some of the better strips may be duplicated for the class.

The series of stories about *Space Cat* by Ruthven Todd (S. J. R. Saunders) would be suitable for reading by the teacher. *You Will Go to the Moon* by Mae Freeman (Random House) is an account of space travel told in controlled vocabulary.

68: EVERYDAY ADVENTURE

(Poem)

Text Page 281

READING THE POEM

Discuss with the children the meaning of the word **adventure**. Have them tell about adventures they have had. Have them listen to the poem to find out what adventures the boy tells about in this poem. The poem could be reread to decide which of the things the children would most like to have happen to them.

EXTENDING THE LANGUAGE EXPERIENCE

Have the children review the events of previous stories by completing the following orally or in writing.

1. Mrs. Impossible said,
"Anything could happen to me."
Once _____
2. Tommy Tickle said,
"Anything could happen."
One day _____
3. Elizabeth Annabel Susan Morningstar said,
"Anything could happen."
One time _____
4. Teddy said to his friend Bill,
"Anything could happen."
One morning _____

Read to the children other stories and poems of children's adventures. Some children may be able to read independently a book such as *Benny and the Bear* by Barbie Oliver Carleton (Ryerson Press). In this story Benny's big brother goes off to hunt a bear and will not take Benny with him. Benny has his own adventure at home.

69: THE MAN WHO KEPT HOUSE

Text Pages 282-287

VOCABULARY

Words Introduced: wife, husband, butter, wash, cream, churn (turn), end, porridge, given, drink (think), cook (look), roof, rope (hope), neck, leg, hung

PREPARING FOR READING

The idea developed in the story is that most jobs look easy to a person before he tries them. Explain that this story is supposed to have taken place a long time ago. Have the children tell what kinds of jobs the husband may have had to do in those days. List these on the chalkboard. Some of the suggestions may be: **cut down trees, pull out stumps, build the house**, etc. Discuss some jobs that the wife may have had to do. Elicit answers and list them on the chalkboard: **spin, make clothes, churn cream into butter, wash clothes, cook**, etc. Have the children discuss whether they think the wife or the husband had the easier jobs and give reasons for their answers. The vocabulary that has not been presented in the discussion may be met by the children as they read the story.

READING THE STORY

The story may be read to discover which job the woodman thought was harder at the beginning and at the end of the story. Silent reading may be guided by questions such as the following:

Why did the man feel sorry for himself at the beginning of the story? What did he suggest?

What was the wife's new work? What was the husband's first job? Why did he think this was easy?

When did he decide that keeping house was harder work than he had thought? What unexpected jobs did the husband have? Why did the husband want his own job back?

8 Which job took more strength? Which job took more patience? Was one job more important than the other? Why do you think so?

Discussion:

For some children the story can be explored further to bring out that:

1. Both partners worked hard, and their work was of equal importance.
2. The man's job called for more strength but could become monotonous.
3. The wife had no time to be bored but she needed patience and many skills.
4. The wife was able to do the man's work because she was a woman who was used to hard work, and had probably watched woodcutters at work.
5. The husband failed because he was used to doing one thing at a time.

Recognizing and Understanding Words — Have the following phrases read and used in oral sentences:

a wife who can cook
churn the cream
the end of the rope
a drink of water
with her husband
the end of the roof
was given a number

up on the roof
hung by one leg
bread and butter
a dish of hot porridge
wash the clothes
cook and wash
drink all the milk

Seeing Relationships — *We Can Read Magic and Make-believe*, Book Two, page 175.

Recalling Events — Seatwork Activity:

Tell what happened when the man:

1. began to churn the cream.
2. left the door of the house open.
3. saw the cream splashed all over the room.
4. heard the baby crying.
5. heard the cow mooing.
6. left the cow on the roof and the cow fell off.

Tell what the wife did the next day and what the man did.

Making Inferences – Seatwork Activity: One or more completions may be correct.

1. The woodman thought his wife did not work hard because
_____ he was away all day and didn't see what she did.
_____ he had never tried to keep house for a day.
_____ his wife said she had nothing to do.
2. The wife said she would go out and cut wood because
_____ she knew her husband needed her help.
_____ she wanted to take a walk in the woods.
_____ she wanted her husband to find out how hard she worked.
3. The husband thought churning cream was easy because
_____ he could sit down and work.
_____ he had just one thing to think about at that time.
_____ he liked butter.
4. The husband ran out to find the baby because
_____ he was afraid she might get hurt.
_____ he knew she had eaten something bad.
_____ he always looked after her when she cried.
5. The woodman couldn't keep house because
_____ he didn't like cooking.
_____ there were too many things to do.
_____ he didn't know how to milk the cow.
6. The wife was glad to stay home from the woods because
_____ she liked working around the house.
_____ she had her husband at home every day.
_____ she didn't like cutting wood very much.

Finding the Main Idea – *We Can Read Magic and Make-believe*, Book Two, pages 176-178.

The following are the authors and the publishers of the books shown on page 176 of the workbook:

The Little Fish that Got Away, Bernadine Cook (Thomas Allen)

Little Bo-Peep, Leslie Brooke's Children's Picture Books (Thomas Allen)

Tim Tadpole and the Great Bullfrog, Henrietta Bancroft and Richard G. VanGelder (Ambassador)

The Whales Go By, Fred Phleger (Random House)

Little Bear, Else Holmelund Minarik (Longmans Canada)

Many Moons, James Thurber (Longmans Canada)

Caps for Sale, Esphyr Slobodkina (S. J. R. Saunders)

The Little Cowboy, Margaret Wise Brown (Thomas Allen)

Flip and the Cows, Wesley Dennis (Macmillan)

Snow is Falling, Franklyn M. Branley (Ambassador)

Animals in Winter, Henrietta Bancroft and Richard G. VanGelder (Ambassador)

Fireflies in the Night, Judy Hawes (Ambassador)

The Cat in the Hat Comes Back, Dr. Seuss (Random House)

Using Phonics

Consonant Combinations str and thr – Print the following sentence on the chalkboard:

The straw house looked beautiful to the little pig.

Say, “Read this sentence to find in it a word that begins like **stripe**. What word begins like **stripe**?” When a child says **straw**, draw a line under **str**. Say, “I am going to say some other words. If they begin the same as **straw**, put up your hand.” Say words such as **straight, strap, sun, strip, trip, stop, strung**.

Ask riddles in which the children are to tell what word begins like **straw** and rhymes with the following: **cream (stream), change, play, feet, duck, trip, roll**.

Follow a similar procedure for **thr**, printing on the chalkboard the sentence:

The three pigs had homes of their own.

Have the children read a sentence to find a word that begins like **through**. For auditory discrimination use words such as **threw, thrill, thought, threat, think**.

Print on the chalkboard half-sentences such as the following and have the children complete them. Then have them choose one or two completed sentences to use as beginnings for stories.

1. The woodman put one end of a strong rope_____.
2. Bill's mother needed blue thread_____.
3. How far can you throw_____?
4. Jim's sore throat_____.
5. David has a long string_____.
6. "One, two, three strikes, you're out!" called_____.

Using Word Structure

Syllables — Print on the chalkboard words such as **cleanest, husband, Teddy, forgot, washer, fixing, rainy, roughly, undo, away, apple, reread.** Using these words and asking appropriate questions, build up a chart similar to the following:

RECOGNIZING SYLLABLES MAKES READING EASIER

a compound word	for/got
un and a root word	un/do
a and a root word	a/way
re and a root word	re/read
a root word and ing	fix/ing
a root word and er	wash/er
a root word and est	clean/est
a root word and y	rain/y
a root word and ly	rough/ly
a word with like consonants between vowels	Ted/dy
a word with unlike consonants between vowels	hus/band
a word that ends with le	ap/ple

Distribute copies of the chart and have the children add words such as the following in the appropriate row: **creamy, cookbook, lightest, nearer, resell, again, staying, highest, lightly, porridge, picnic, whistle, unsure.** Explain to

the children that they are to use a line as shown in the example to divide each word into syllables.

EXTENDING THE LANGUAGE EXPERIENCE

The children may enjoy writing a story telling about the things that might have happened to the wife when she worked in the woods.

Children may wish to explore the idea that funny things would happen today if a husband and wife traded jobs for a day. They may write or tell a story using topics such as the following:

Father Makes Dinner
Mother Becomes a Truck Driver
Father Serves Afternoon Tea
Mother Builds a Garage
Father Cleans House

There are many folk tales pursuing such a theme. One of the best known is *Stone Soup*, retold by Maria Brown (S. J. R. Saunders).

70: THE MAGIC TREE

CAN YOU HEAR THE LEAVES?

(Poems)

Text Pages 288-289

READING THE POEMS

The Magic Tree

Read the poem to the children. Let them draw a picture of a magic tree before they see the illustration in the book.

Have them follow the poem as it is read. Have them print one or two lines from the poem as a caption under their illustrations. Encourage discussion about wishes they might make at the magic tree.

Can You Hear the Leaves?

Read the poem to the children. Have them decide how it should be read. Ask them to listen for words that tell how the poem should be read: **hush**, **whisper**, **secrets**, **moonlight**, etc. Arrange the poem for choral speaking with one group saying, "Hush", a second group asking the questions, and a third group saying the verse that tells what the leaves may be saying.

EXTENDING THE LANGUAGE EXPERIENCE

Poetry writing should be encouraged in a number of ways. After the reading of poems such as these, the children may be asked to try to write rhymes when given the beginning line.

1. Three magic trees in the woods one day
2. I like squeaky shoes the best
3. The lake was dark, and rough, and grey
4. It seems impossible, but I saw
5. The trees were whispering one night

Some children may wish to write unrhymed poems using the question and answer style observed in several poems in the book. There should be a continued development of co-operative poems written by having each child contribute a line to complete a sentence such as: "I like to hear . . ." The sentences that seem to go well together may be selected by the teacher or by two or three pupils and put together on the chalkboard.

71: THE ELVES AND THE SHOEMAKER

Scenes One and Two

Text Pages 290-297

VOCABULARY

Words Introduced: elves, shoemaker, rich, scene, pieces, leather (feather), pair (fair), sew, price (ice), already, fine (nine), pay (may), sir, cost (lost), fit (it), supper

PREPARING FOR READING

The pupils' aim in reading a play will be to perform it. If the initial reading of the play is broken into sections, some conclusions can be reached about how the characters feel at certain times and how their feelings change. Children can be constantly thinking about how the different parts should be played. Some children may need direction in reading a play. An outline such as the following might be put on the chalkboard and discussed.

THE ELVES AND THE SHOEMAKER

SCENE ONE

Time: _____

(*Stage directions* _____)

SHOEMAKER: _____

WIFE: _____

The list of characters on page 290 should be read and discussed before the play is read. Establish from the illustrations that the story is supposed to have taken place long ago.

READING THE PLAY

- Page 291 Identify the characters in the illustration. Read to find out what difficulties the shoemaker and his wife face. What are two reasons why they need money? What might they do?
- Page 292 What does the shoemaker decide to do? How does his wife help? How do you know they want their children to be happy? What does the wife say that tells you she is worried?

- Page 293 Have the scene and time noted. What has happened in the night?
- Page 294 Who does the wife say might have made the shoes? Why does the husband think it was not their friend who made them? What are they going to do with the shoes?
- Page 295 What action takes place? Who comes in to look at the shoes? How do you know he is interested in the shoes? What makes you think he will buy them?
- Pages 296-297 Why does the rich man buy the shoes? What does he say he will tell his friends? What is the shoemaker going to do next? What does he mean by "a good turn"?

Rereading

Children should be given a chance to reread silently to decide how the speeches should be spoken. Dramatic oral rereading may be carried out. Some evaluation of oral reading may be made to bring out the idea that in reading the parts an attempt should be made to speak the way the characters would.

TEACHING THE READING SKILLS

Recognizing and Understanding Words — Seatwork Activity:

Where would you most likely find:

1. old pieces of silver money _____ around a cow's neck
2. new leather uncut _____ in the shop where leather is sold
3. porridge _____ in an old farm house
4. an old butter churn _____ in a money-box
5. a fine supper _____ in a pot
6. a bird's nest _____ on the king's dining-room table
7. a pair of gold shoes _____ in the eaves of a roof
8. a rope _____ in the king's bedroom
9. a fine gold chain _____ in the prince's toy-box
10. a silver whistle _____ around the queen's neck

Seeing Relationships – Seatwork Activity: The children are to find the word in each row that does not belong.

- | | | | |
|---------------|----------|----------|-----------|
| 1. money | elephant | monkey | kangaroo |
| 2. breakfast | pumpkin | onions | porridge |
| 3. mouth | neck | shoes | leg |
| 4. beautiful | goat | pretty | ugly |
| 5. too | eight | nine | twenty |
| 6. whispered | spoke | song | talked |
| 7. elves | wife | daughter | husband |
| 8. queen | palace | princess | king |
| 9. bananas | apples | corn | oranges |
| 10. blanket | sheet | table | mattress |
| 11. galloped | grew | walked | ran |
| 12. island | lake | mountain | market |
| 13. breakfast | food | supper | lunch |
| 14. cart | car | boat | tracks |
| 15. bluebird | owl | black | robin |
| 16. evening | Sunday | morning | afternoon |
| 17. fell | spring | winter | summer |
| 18. roof | chimney | window | house |

Noting Detail – *We Can Read Magic and Make-believe*, Book Two, page 179.

Noting Detail – Seatwork Activity: The children are to re-arrange the groups of words to make sentences.

- late one evening in the shoemaker's shop
takes place Scene one
 - the shoemaker told At the first of the play
they were getting poorer his wife
 - That evening a pair of shoes
the shoemaker cut out but he did not sew them

4. of finished shoes In the morning
on the table he found a pair
5. The shoemaker for everyone to see
in the window put the shoes
6. bought a pair of shoes of silver A rich man
for twenty pieces
7. to buy leather The shoemaker used the money
8. to buy bread and milk of the money
for their children The wife was glad

Using Phonics

Consonant c (hard and soft) — Print on the chalkboard the words **cook**, **count**, **kind**, **kite**. Ask the children to say the words and tell how they are alike. Ask a child to name the letters with which these words begin. Have the children note that in these words the **c** and **k** have the same sound. Help them recall that a **c** which has the sound of **k** is called a hard **c**.

Then print on the chalkboard the words **picnic** and **ice**. Ask, "Which of these words has a hard **c** sound? What sound has the **c** in **ice**?" Recall that a **c** which has the sound of **s** as in the word **see** is called a soft **c**. Print on the chalkboard the following: **ice**, **face**, **dance**. Have the children say the words and underline the soft **c** in each. Ask what letter is found after each soft **c**. Print **circus**. Ask a child to draw a line under the soft **c** in **circus**, and to tell what letter follows the soft **c** this time. Say, "When **c** is followed by **e** or **i** it is usually soft. Try a soft **c** first." Provide practice in reading words with a soft **c**. Use words such as **cent**, **pen/cil**, **cir/cle**, **cit/y**.

Proceed in a similar manner to teach hard and soft **g**. Use words such as **go**, **gate**, **game** and **ginger**. The words **porridge**, **bridge**, **magic** and **magician** may be used to help the children to generalize that **g** followed by **e** or **i** is often soft.

Consonant Combinations kn and wr — Print on the chalkboard the words **knock**, **knew**, **know**. Ask the children in what way these words are the same. Draw a line under the **kn** in each word. Ask them which letter they hear and which letter they do not hear. Print the following sentences on the chalkboard and have them read:

A baby likes to sit on his father's knee.
Put the knife on the table.
My mother taught me to knit.

Print on the chalkboard the sentence: David replied, "I will write a letter home tonight." Ask the children to find a word in which the first letter is silent. Have wr underlined.

Print the following sentences on the chalkboard and have them read:

We heard the wren sing.

Jimmy knew it was wrong for him to run away.

Susan is going to wrap up the gift for her mother.

Phonic Elements — To encourage children to attack words independently, print two columns of words and a group of phrases on the chalkboard. Say, "Each word in column two rhymes with a word in column one. Number the words in column two to match those in column one. Then use the words from column two to complete the phrases."

- | | | |
|----------|------------|--------------------|
| 1. rink | _____plank | a_____of milk |
| 2. thank | _____rice | up the gang-_____ |
| 3. ice | _____trace | in the_____fields |
| 4. face | _____drink | _____the picture |
| 5. bang | _____rang | _____the wire |
| 6. best | _____skid | _____the bell |
| 7. did | _____bent | may_____on the ice |
| 8. went | _____west | a_____hill |
| 9. keep | _____mad | lived in the_____ |
| 10. sad | _____steep | a_____dog |

Phonic Elements — *We Can Read Magic and Make-believe*, Book Two, page 180.

Using Word Structure

Syllables — Words such as the following should be divided into syllables and then used in context: remove, alike, unkind, return, aloud, hollow, undone, buying, cloudy, fairly, player, basket, pasture.

1. The cows are in the_____.
 2. Please_____the book to me today.
 3. Mrs. Black put the eggs in a_____.
 4. Tom and Tim look very much_____.

5. The little boy's shoe laces were_____.
6. The teacher read the story_____.
7. The bees were in a_____log.
8. You should_____your coat when you come into the school.
9. It was_____to play that trick on Frank's dog.
10. Jack is a good ball_____.
11. Fred was_____new skates.
12. Those boys say Dick can play ball_____ well.
13. Sam thinks it will be_____all day.

Alphabetical Sequence — *We Can Read Magic and Make-believe*, Book Two, page 181.

EXTENDING THE LANGUAGE EXPERIENCE

Have children extend their descriptive vocabulary by referring to page 290. For each character develop words or phrases that tell about the person: e.g., wife — plump, has a friendly smile, jolly.

Help the children plan a production of the play. Print the plan on chart paper so that it can be added to as the rest of the play is read.

PLANS FOR THE PLAY

SCENE ONE

Things We Need

money-box	Susan's jewellery box
table	a desk
lamp	Bill can bring one
pieces of silver	tin foil
one piece of leather	an old chamois

Characters

shoemaker	jacket, a cobbler's apron
wife	hat, apron

What We Can Use

What They Will Wear

72: THE ELVES AND THE SHOEMAKER

Scenes Three and Four

Text Pages 298-306

VOCABULARY

Words Introduced: care, stitch, carriage, enter, boots, twelve, handsome, seems

PREPARING FOR READING

Review the events of the play using a chalkboard outline.

THE ELVES AND THE SHOEMAKER

SCENE ONE

Time: Late one evening

Main Events:

SCENE TWO

Time: In the morning

Main Events:

Print directions such as the following on the chalkboard. Help pupils read and pantomime them. Note any new words in the directions.

Wife comes in holding a lamp.

Shoemaker shows his wife the leather.

A rich man enters the shop.

Shoemaker makes one stitch at a time.

Shoemaker takes off his boots.

READING THE PLAY

If children need the help of guiding questions and comments, the following may be used.

Pages 298-299 When does this scene take place? Why does the wife say, "I can't believe my eyes"? How do you know that the shoemaker still has no idea who made the shoes? Who is the first person to come from the carriage to look at the shoes? What do you think he must have told the princesses? How do you know that the wife is excited about the princesses coming to the shop? What do you think might happen?

- Pages 300-301 Why have the princesses come to the shop? What does the first princess think about the shoes? What does the second princess say that tells us how the shoes fit her? How do we know that the shoemaker is fair about the prices he asks? What do you think the shoemaker will do with the money?
- Page 302 What are the shoemaker and his wife going to do with the money? How do you know that he still has no idea about who made the shoes?
- Page 303 When does Scene Four take place? What has been made during the night? How do you know the boots are very good ones?
- Pages 304-305 Who is interested in the boots? For whom is he buying the boots? How do you think the king has found out about the shoemaker's shop?
- Page 306 Why would the shoemaker like to meet the person who made the boots and shoes? What does the wife suggest they do? What may happen if they follow their plan?

Rereading

Have the children reread the two scenes in parts, leaving out the stage directions but reading them silently and following them. Have certain speeches reread and discussed. Ask, "How can you make the wife sound excited when you read the last speech on page 299? How would the shoemaker speak to the princesses? How would the princess speak when she discovers how soft and light the shoes are?"

TEACHING THE READING SKILLS

Recognizing and Understanding Words — Words that have more than one meaning have appeared in this story and may need some discussion. Have children suggest other uses of these words.

turn	—	a good turn	leaves	—	leaves the shop
		turn around			leaves on a tree
fair	—	a fair price	left	—	my left shoe
		at the fair			left the shop
fine	—	very fine leather			
		fine stitches			

Seeing Relationships – Seatwork Activity: Explain to the children that some of the words belong in only one column while others belong in more than one.

Things You Can See		Things You Cannot See		Things You Can Hear
zoo	thought	whistle	sing	paste
teacher	radio	worm	air	flowers
bang	farmer	watch	roof	voice
wind	buzz	count	string	cover
thread	storm	rope	sound	cloud

Drawing Conclusions – *We Can Read Magic and Make-believe*, Book Two, pages 182-184.

Noting Detail – Seatwork Activity: The children are to rewrite the sentences to make them true. More than one word will have to be changed in each sentence.

1. In the evening the shoemaker and his wife found three pairs of blue dancing-shoes.
2. The dancing-shoes had been sewn with every lace in place.
3. An ugly cart pulled by two white horses stopped inside the shop.
4. Two men and one princess were riding in the car.
5. The first princess said the shoes were as pretty as kitten's fur and as light as leather.
6. The princesses paid the shoemaker twelve pieces of gold for each pair of shoes.

7. In Act Four the shoemaker found four kinds of unfinished riding-boots on the table.
8. The old man came to the shop riding in a carriage.
9. He wanted eight pairs of boots for the queen's horse-man.
10. The shoemaker and his wife planned to hide under the table to see who was playing for them.

Using Phonics

Consonant and Consonant Combinations (review) — Devise an activity in which the children are required to read words such as: sang, send, gang, yard, brake, broke, crop, crust, Frank, fight, prance, trade, draw, drum, dream, growl, grill.

Combinations ou, ow, ew, and oo — For children who need additional practice a procedure may be used similar to that found in Lesson 59. Explain to the children that this time some words will not belong with any of those printed on the coloured cards. Have these put in another place. Words such as the following may be used: mouth, kerchoo, ground, young, boo, hook, should, flower, gown, groom, blew, growl, spoon, sew, flow, kangaroo, flour, float, pound, stew.

Phonic Elements — Print on the chalkboard the following: air, care, bear. Ask the children to read these words and tell how they are alike. Help them to note that the endings look different even though the words rhyme. Have the children suggest other words that rhyme with air, care, and bear. As a word is given, print it under the word with a similar spelling. Have the children use the words in sentences or rhymes.

Vowel Generalizations — Seatwork Activity: The children are to list words under the appropriate headings and sub-headings. Before they begin work, review with them the vowel generalizations needed. Words such as the following may be used: grass, in, see, cake, rich, go, eat, bread, rain, made, move, give, stone, men, land, said, goat, maid, boat, pie, ride, rope, wife, use, wise, blast, fell, find, he, cook, count, each, I, fed, fix, trace, joke, cut, dock, coal, team, treat, whale, age.

1. Words with only one vowel:

A. The vowel is short: _____

B. Exceptions: _____

2. Words with two vowels that are found together:
 - A. The first vowel is long (and the second is silent):

 - B. Exceptions:_____
3. Words with a final e as well as one other vowel:
 - A. The first vowel is long (and the final e is silent):

 - B. Exceptions:_____

Using Word Structure

Compounds – Seatwork Activity: The children are first to complete each group of compounds on the left-hand side of the page, and then use them to complete the phrases on the right.

- | | | |
|----------|------------|-----------------|
| A. 1. in | _____hive | _____the house |
| 2. arm | _____to | do it_____ |
| 3. bee | _____self | lived in a_____ |
| 4. your | _____chair | sit in the_____ |

- | | | |
|-------------|--------------|----------------|
| B. 1. every | _____not | ate some_____ |
| 2. can | _____berries | _____play ball |
| 3. him | _____where | _____we go |
| 4. blue | _____self | ate it_____ |

- | | | |
|------------|------------|-------------------------|
| C. 1. snow | _____crow | did it_____ |
| 2. her | _____man | made a_____in winter |
| 3. scare | _____shine | saw the_____in the corn |
| 4. sun | _____self | in the_____ |

- | | | |
|----------|-------------|------------------------|
| D. 1. up | _____paper | once_____a time |
| 2. them | _____on | went by_____last night |
| 3. to | _____day | he worked_____ |
| 4. news | _____selves | bought a_____ |

EXTENDING THE LANGUAGE EXPERIENCE

Pairs of opposites have occurred in recent stories. Discussion of these might help extend pupils' vocabularies. For example: **hard, soft; inside, outside; opened, shut; buy, sell; poor, rich; enter, leave; before, after; light, dark.** Pairs of opposites might be developed using words that have not appeared in the reader: **light, heavy; shining, dull; interesting, uninteresting; start, finish; possible, impossible; likely, unlikely; hard, easy.**

73: THE ELVES AND THE SHOEMAKER

Scenes Five and Six

Text Pages 307-315

VOCABULARY

Words Introduced: later, themselves, warm

READING THE PLAY

Recall the events of Scene Four and the predictions about what might happen next. Have the children examine the picture at the top of page 307. Have them note the time of the scene. Then have Scene Five read to discover what happens when the elves appear and what the husband and wife plan to do. Have Scene Six read to find out how the plan works.

Rereading

The dramatic rereading of these scenes should follow the pattern set for the previous scenes. Now plans may begin for producing the whole play. This will call for rereading of parts from all scenes.

TEACHING THE READING SKILLS

Recalling Events — Seatwork Activity: The questions refer to the whole play.

SCENE ONE

Who said there was not enough money to buy food for the children? _____

Who planned to tell the children a bedtime story? _____

SCENE TWO

Who thought a friend across the street had made the shoes? _____

Who entered the shop and bought the first pair of shoes? _____

SCENE THREE

Who saw that every stitch in the dancing shoes had been made with care? _____

Who made a bow when two young people entered?

Who bought red dancing shoes?_____

SCENE FOUR

Who bought riding boots?_____

Who said the boots were for the king's horsemen?_____

Who wanted to thank the elves?_____

SCENE FIVE

Who was the first elf to enter?_____

Who put leather bows on some shoes?_____

Who sang the stitching song?_____

SCENE SIX

Who heard a sound outside the door?_____

Who was the first to see that there was no leather?_____

Who wanted to show their new clothes to their friends?

Who sang a song and thanked someone for helping?

Finding The Main Idea — *We Can Read Magic and Make-believe*, Book Two, page 185.

Recalling Events — *We Can Read Magic and Make-believe*, Book Two, page 186.

Noting Detail — *We Can Read Magic and Make-believe*, Book Two, page 187.

Recognizing and Understanding Words — Print the following words on the chalkboard in two columns:

- A. handsome, rough, cold, tall, soft, ugly, clear, gruff, beautiful, hot, friendly, white, clean, warm, silver, golden, poor, loud, wet, thin, great, little
- B. prince, fire, sky, water, husband, voice, sea, waves, bull, lace, clothes, hands, troll, elves

The children are to select words from column A which might be used to describe each word in column B. Remind the children that sometimes two words from column A can be used to describe a word in column B and that a word may be used more than once. For example: **tall ugly troll**. Help them to notice how words can be put together to make interesting word-pictures.

Using Phonics

Consonants (hard and soft c and g) — *We Can Read Magic and Make-believe*, Book Two, page 188.

Consonant and Consonant Combinations — (Review):

1. crack the (ship, lip, whip, rip)
2. lost it on the (main, rain, train, chain) street
3. brought their (hail, fail, mail, tail)
4. sat on a wet (thump, stump, jump)
5. dancing a (rig, pig, jig, wig, fig)
6. knows how to (knit, bit, kit, wit)
7. (nice, rice, ice, twice) as much candy
8. (three, throw, thread, throat) the ball
9. three (find, mind, blind, wind) mice
10. a (street, straw, strong, strip) wind
11. a four leaf (clap, clip, clam, clover)
12. a jar of (glad, glue, glasses, glee)
13. sweeping the (flats, flower, floor, flame)
14. peaches and (plums, plenty, plates, plant)
15. a (slip, slice, slap, slate) of meat
16. (hang, hump, hook, horn) up your clothes
17. (hall, hot, ham, heat) up the pie
18. nothing to (fell, fear, fills, fog)
19. on the third (hair, hat, hook, hid)

Can You Read? — *We Can Read Magic and Make-believe*, Book Two, pages 189-192.

EXTENDING THE LANGUAGE EXPERIENCE

May Hill Arbuthnot's anthology, *Time for Poetry* (W. J. Gage), contains two poems that may be related to the play: "The Cobbler" by Eleanor Alletta Chaffee, and "The Little Elfman" by John Kendrick Bangs. *Poems for Boys and Girls*, Book One, by Grace Morgan (Copp Clark) contains "The Elf and The Doormouse" by Oliver Herford.

After the children have finished reading and dramatizing the play, they will enjoy seeing the film *The Shoemaker and the Elves* (Coronet).

Reference List

Films

Encyclopedia Britannica: *Mother Rabbit's Family*;
Goats (Billy and Nanny)

Coronet: *Hoppy the Bunny*;
One Rainy Day;
The Shoemaker and the Elves

Academy: *Circus Animals*

Books

Agle, Nan H., *Three Boys and a Lighthouse* (S. J. R. Saunders)
Arbuthnot, May Hill, *Time for Poetry* (W. J. Gage)
Bright, Robert, *Georgie to the Rescue* (Doubleday)
Bright, Robert, *Georgie's Hallowe'en* (Doubleday)
Brown, Maria, *Stone Soup* (S. J. R. Saunders)
Bulla, C. R., *The Poppy Seeds* (Ambassador)
Carleton, Barbie Oliver, *Benny and the Bear* (Ryerson)
Dennis, W., *Flix and the Morning* (Macmillan)
Edwards, G. N., *Let's Enjoy Poetry* (J. M. Dent)
Françoise, *Biquette, The White Goat* (S. J. R. Saunders)
Freeman, Mae, *You Will Go to the Moon* (Random House)
Garrett, Helen, *Angelo, The Naughty One* (Macmillan)
McGinley, Phyllis, *The B Book* (Collier-Macmillan)
Morgan, Grace, *Poems for Boys and Girls, Book One* (Copp Clark)
Petersham, M., *The Circus Baby* (Collier-Macmillan)
Rusk, Hanniford, *The Beginning Knowledge Book of Backyard Birds*
(Collier-Macmillan)
Slobodkin, Louis, *Dinny and Danny* (Macmillan)
Stevenson, Robert Louis, *A Child's Garden of Verses* (Nelson)
Suess, Dr., *If I Ran the Circus* (Random House)
Swift, H. H., *The Little Red Lighthouse and the Great Grey Bridge* (Longmans Canada)
Through Golden Windows Books, *Good Times Together* (Ambassador)
Turner, Nancy Byrd, *Sung Under the Silver Umbrella* (Collier-Macmillan)
Wilbur, Richard, *Loudmouse* (Collier-Macmillan)

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